



DR. SUSAN L. DAVIS, R.N.,  
& RICHARD J. HENLEY  
COLLEGE OF NURSING

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Sacred Heart University

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RN to Bachelor of Science in Nursing and  
RN to Bachelor of Science in Nursing to  
Master of Science in Nursing  
Student Guide

**2024-2025 Edition**

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# Welcome to the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

Dear Dr. Susan L. Davis, R.N. & Richard J. Henley College of Nursing Student,

Welcome to Sacred Heart University's Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON)! We are delighted you have chosen to join our community of students, faculty and alumni. Together we will create a vibrant community of learners, teachers, and scholars to prepare nurses for all aspects of professional practice in an ever-changing and challenging world of health care.

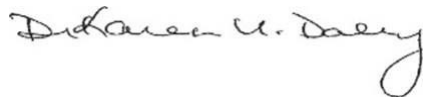
The DHCON is committed to the success of each student. Your academic advisor, course and clinical faculty will be partners in your academic journey, so please always ask for the guidance and support you need.

The DHCON Nursing Student Guide is the official student handbook and provides essential DHCON policies and procedures for academic progression and graduation. This guide is intended to supplement the University Catalog and provide information specific to your nursing program. All students are expected to review and abide by the current DHCON Nursing Student Guide found on the Sacred Heart University website.

Please be sure to read this document and use it as a reference during the school year. If policies and/or procedures change during the academic year, they will be posted on the DHCON website and sent via email to your official Sacred Heart University email.

On behalf of the faculty and staff, we wish you all the best and much success.

Cordially,



Karen Daley, PhD RN

Dean, Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing



Heather Ferrillo, PhD, APRN, FNP-BC, CNE

Chair of Undergraduate Programs, Program Director

## Notices

1. This guide is subject to change with written electronic notification. Any policy changes will be posted on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing website and sent via email to your official via student Sacred Heart University email.
2. If any provision of the DHCON Nursing Student Guide is held by a legally binding authority to be unenforceable, the remainder of the DHCON Nursing Student Guide shall remain in full force and effect and shall in no way be impaired.
3. While every effort is made to ensure the accuracy of information provided in this Guide, accuracy cannot be guaranteed. Sacred Heart University reserves the right to make changes at any time without prior notice. The University provides this information in this guide solely for the convenience of the reader, who may not rely upon it as a promise or legal obligation. Sacred Heart University expressly disclaims any liability based on the contents.

## Section I: Mission & Philosophy

### 1.1 Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and the Doctor of Nursing Practice program at Sacred Heart University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

### 1.2 Mission, Vision & Philosophy

Mission of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The mission of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) at Sacred Heart University is consistent with the mission of the University and as such seeks to integrate the Catholic Intellectual Tradition in the philosophy, curricula, teaching activities, and scholarship of the DHCON. This tradition aims to assist in the development of graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever-changing world.

The faculty of the DHCON work together as a community of educators to cultivate the personal and professional development of students. Faculty create formal and informal learning environments that engage students in the synthesis of their unique gifts, talents, and skills with the beliefs, values, and methods of professional nursing. They are engaged in practice and in service to the community which is reflected in innovative learning environments and curricula.

The DHCON prepares students at the baccalaureate, masters and doctoral levels. All programs recognize that nursing excellence is grounded in practice. The baccalaureate nursing curriculum prepares competent, ethical, caring practitioners to function as generalists in any type of health care setting. Building upon the knowledge acquired in undergraduate education, the masters



and doctoral nursing programs prepare students for advanced roles in leadership and clinical practice and clinical education.

#### *Vision of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing*

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing endeavor to prepare Nursing graduates who are knowledgeable of self, rooted in faith, educated in mind, compassionate in heart, responsive to social and civic obligations, and able to respond to the ever-changing world. DHCON aspires to achieve prominence through innovative teaching and learning within an environment recognized for its compassion and creativity.

#### *Philosophy of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing*

The Faculty of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing believe the following tenets of Nursing:

The faculty and staff of the DHCON believe the philosophy of nursing is expressed in the definition that nursing is caring with compassion, empathy, altruism with the intention of healing body, mind, spirit.

#### *Nursing*

- Nursing is an evolving professional discipline, based on research and grounded in the liberal arts, sciences, and humanities. These disciplines support the science of nursing, providing the framework for scholarship, practice, and nursing education.
- Nursing practice is an art grounded in the science of nursing whose purpose is to assist the person(s) sick or well, in the performance of those activities contributing to health and healing, recovery from illness, or to a peaceful death.
- Professional values that are representative of nursing include altruism, autonomy, integrity, excellence, empathy, compassion, caring, ethics, respect, communication, social justice, and accountability.

#### *Health*

- Health is a dynamic state of being that can coexist with illness or disease.
- Health is influenced by one's history, as well as physical, developmental, cultural, psychological, social, economic, environmental and spiritual factors.

#### *Nursing Practice*

- The practice of nursing is relational, scientific, research oriented, and evidence based.
- Nursing's clients are individuals, families, groups, aggregates, or populations to whom care may be delivered through direct or indirect interventions using the nursing process.
- The nurse works with clients to identify strategies to maximize their health and healing through interventions that promote, maintain, or restore health.
- Nursing practice incorporates professional standards within an ethical framework.

- The nurse must think critically and work collaboratively with clients and other health professionals.

### *Nursing Education*

- Nursing education fosters the students' understanding of the relationship between nursing science and nursing practice, while building on prior knowledge.
- Learning requires a shared expectation and commitment between faculty and students resulting in positive affective, cognitive, and psychomotor changes.
- Faculty must recognize diverse learning styles and provide a variety of assistive and teaching strategies to meet the needs of students.
- Nursing education is grounded in practice. This education promotes professional behavior attitudes that result in nursing competence through the use of critical thinking within an ethical and caring-healing context.

### 1.3 Organizational Framework of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

The organizational framework for each program is grounded in the AACN Degree Program Essentials and identified as the program Student Learning Outcomes. Please see Section III 3.1 for the specifics.

### 1.4 Programs of Study

Specific information regarding the various degrees awarded at Sacred Heart University can be found on the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) website. As of fall 2024, the following options are available:

- Baccalaureate of Science in Nursing-First Professional Degree
- Baccalaureate of Science in Nursing – Second Degree Accelerated
- Baccalaureate of Science in Nursing – RN to BSN Completion\*
- RN to Master of Science in Nursing (MSN) – (NMEL, NE, CNL, FNP and PMHNP)\*
- MSN Nursing Management & Executive Leadership (NMEL)\*
- MSN Clinical Nurse Leader (CNL)\*
- MSN Nursing Education (NE)\*
- MSN Family Nurse Practitioner (FNP)\*
- MSN Psychiatric Mental Health Nurse Practitioner (PMHNP)\*
- Post-Baccalaureate Family Nurse Practitioner DNP\*\*
- Post-Master's Doctor of Nursing Practice (DNP)\*\*
- Home Health Care Management for RNs Certificate\*
- Post-Master's Certificate in Family Nurse Practitioner\*
- Post-Master's Certificate in Psychiatric Mental Health Nurse Practitioner\*
- Advanced Graduate Certificate in Nursing Education\*
- Advanced Graduate Certificate in Nursing Management & Executive Leadership\*

\*Available for online study (applies to classwork only)

\*\*Approximately 50% or more of program available online.

## 1.5 Safety as a Priority

The Dr. Susan L. Davis RN. and Richard J. Henley College of Nursing recognizes that safety is a critical priority in the delivery of patient care and in caring for our community. Nursing students at all levels are trained and educated to critically evaluate safety issues in the clinical setting that may be a source of potential harm to patients. Therefore, students should demonstrate actions in alignment with safety as a priority. To support a culture of patient safety, the College has adopted a zero tolerance for any student action that may result in a violation of any patient or community safety policy or practice. Violation of any safety policy or practice may result in dismissal from the Dr. Susan L. Davis RN. and Richard J. Henley College of Nursing. (See Dismissal Appeal policy).

## Section II: Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing General Information

### 2.1 Communication Practices

Sacred Heart University email is the official method of communication. Students are responsible for checking their Sacred Heart University email every 48 hours. Students, faculty, and staff are expected to establish and maintain their email accounts so that they will receive important communications in a timely manner. The University's email policy may be accessed through the Sacred Heart University webpage at Information Technology Policies.

Course-specific Blackboard sites where direct email messages to individuals and groups are frequently used to communicate important information to students.

Faculty schedule and post regular office hours each semester. Faculty will announce or post procedures for contacting and/or scheduling appointments. Course faculty office hours are posted on the syllabus and/or office door.

### 2.2 Student Services

Information regarding all student services are located on the Sacred Heart University website as well as in the university catalog. The most updated information is found on the website under the respective area. The following services are highlighted to ensure students are aware of these services:

#### Ryan Matura Library

Library services are an integral part of learning and many services can be accessed to support and enhance learning. Students can utilize the Ryan Matura Library on campus or via the website.

## IT Support

“The Factory” houses the Help Desk as well as the Information Technology (IT) Call Center. They provide support for all IT related services and questions regarding general technical support. Please see Mobile Computing & Technical Support on the university website.

## Maureen Hamilton Wellness Center

The Maureen Hamilton Wellness Center is located at 4980 Park Avenue, Bridgeport, CT. and houses several services including counseling. Please see the Maureen Hamilton Wellness Center website for further information.

**If you are experiencing or witnessing an emergency, call Public Safety at 203-371-7911 or 911.**

## The Center for Teaching and Learning

The Center for Teaching and Learning (CTL) provides support for all SHU students. CTL staff work with faculty to support course objectives and enhance students’ skills and knowledge with the goal that each student evolves as a lifelong learner. Academic support can play an instrumental role in student success by building self-confidence and self-awareness and promoting self-directed learning. CTL staff recognizes that every student is a unique learner and strives to offer learning strategies that respond to each student’s needs.

The CTL offers the following support services free of charge to all SHU students:

Academic Support Services include 1-on-1 tutoring with professional and peer tutors; group study sessions and office hours by Classroom Learning Assistants (CLAs); specialized Learning Labs in math, biology and genetics; writing support through the Writing Center and online writing lab (OWL). The Center for Teaching and Learning is located on West Campus in suite W-223B, with tutoring locations available at many campus locations. For more information, please see the Center for Teaching & Learning website.

The Office of Student Accessibility (OSA) provides instructional accommodations and services for students with documented disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. These services include testing accommodations and assistive technology tools.

Students who have a disability requiring reasonable accommodations should contact the Office of Student Accessibility (OSA). Notification of approved testing accommodations must be provided to the course instructor 96 hours prior to the first exam. It is the responsibility of the student to coordinate testing arrangements (if necessary) with the OSA, and to confirm such accommodations with the course instructor at least three (3) days prior to the first exam. Please note: The OSA requires 7 days’ notice if you are taking your exam at the testing center.

## 2.3 Complaint & Grievance Procedure

Students are encouraged to raise issues and concerns regarding courses, policies, procedures, or other activities of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON). To achieve best results and hasten the resolution process, students are asked to use the following guidelines. For course related issues, students should first approach the course faculty and then the course coordinator if applicable. If the issue cannot be resolved at this level, students should next bring the matter to the attention of the Director of the program. If the issues remain unresolved, the next step would be to address the concern with the Chair, Associate Dean of Academic Affairs, and finally the Dean of the DHCON.

If the topic of concern is a broader program or personal issue, students should first meet with their faculty advisor who will assist in resolving the issue and/or deciding upon appropriate next steps, including meeting with the Director of the program, Chair, Associate Dean of Academic Affairs, or with the Dean.

### The Policy and Procedure for Formal Student Complaints

The following complaints and formal resolutions are not covered by this policy as other formal processes are available through the University and take precedence over this policy including:

- Academic issues of dismissal and integrity
- Grade grievances
- Sexual harassment
- Disability issues
- Discrimination issues

The formal complaint procedure is designed to resolve problems for students who are having difficulties with other students, staff, or faculty that cannot be resolved through an informal resolution process or for which no other University process exists for remedy.

### Complaints Against the Program Falling Outside Due Process

The faculty and staff of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) strive to demonstrate a high level of ethical values and professionalism in all its activities. In some cases, a situation may generate complaint for which no formal grievance process exists. The complaint should be written, signed, include details about the complaint as well as documented evidence and mailed to:

Program Director, Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing  
Sacred Heart University  
5151 Park Avenue  
Fairfield, CT 06825

Please include contact information so the Program Director can reach you in order to resolve the complaint.

The following outlines the process for handling a complaint against the Program:

- When possible, the Program Director will discuss the complaint directly with the party involved within 14 business days. The expectation is that the complaint can be satisfactorily resolved by this discussion. The Program Director will provide a written description of the resolution to the complainant.
- If dissatisfied with the outcome of the discussion with the Program Director, or if the complaint is against the Program Director, the complainant may submit a written complaint to the Dean of the DHCON. The Program Director will provide the Dean with a written summary of previous discussions if applicable.
- The Dean will discuss the matter with the Program Director and complainant separately and may schedule a joint appointment or conference call with the Program Director and complainant in attempt to reach a solution.
- The Dean will provide the complainant and the Program Director with a written letter outlining the solution reached through this step.
- If the complainant remains dissatisfied with the resolution provided, the last line of complaint is to the Provost, who serves as the chief academic officer of Sacred Heart University.
- Any letters or documentation associated with the complaint from the complainant, the Program Director, Dean, or Provost will be kept in a confidential folder marked “Complaints against Programs” in the DHCON program’s file for a period of five years.

#### Potential complaints against the program regarding CCNE accreditation:

All programs within the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) are accredited by the Commission on Collegiate Nursing Education (CCNE). A complaint against an accredited program may be submitted by anyone, including students, faculty, staff, administrators, nurses, patients, employee, or the public. The CCNE Board considers formal requests for implementation of the complaint process provided that the complainant. Criteria for the complaint are: a) illustration of the full nature of the complaint in writing, describing how CCNE standards or procedures have been violated, and b) willingness of the complaint to allow CCNE to notify the program and the parent institution of the exact nature of the complaint, including the identity of the originator of the complaint. The Board may take whatever action it deems appropriate regarding verbal complaints, complaints that are submitted anonymously, or complaints in which the complainant has not given consent to being identified. Complaints may be directed to:

CCNE Complaints Administrator  
655 K Street, NW  
Suite 750

[Public comments or complaints against the program regarding regional NEASC accreditation:](#)

New England Commission of Higher Education's (NECHE) Commission on Institutions of Higher Education (CIHE) is the regional accrediting body for colleges and universities in New England. CIHE receives both public comments and complaints. Public Comments consist of observations about the quality of the University and its programs based on an individual's experience. Comments must be substantive but need not include evidence and may be written or emailed. Complaints must be written, signed, and meet CIHE's criteria for complaints. CIHE's complaint criteria, procedures for filing complaints, and links may be found online.

[Public comments or complaints against the program regarding Connecticut Office of Higher Education Accreditation:](#)

The Connecticut Office of Higher Education is responsible for quality review of independent colleges located in Connecticut. If you believe that the University or the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) has not fulfilled its promises, you may file a complaint with the Office of Higher Education by visiting their website.

## [2.4 Grade Grievance Policy](#)

As noted in published policy, a student's dissatisfaction with a course grade is, in general, not sufficient grounds for warranting a grievance. Specific grounds for grade grievances and procedures to be followed are specified in the policy and students are reminded that a grade grievance must be presented within six (6) months after the original grade was issued. The university catalog contains the grade grievance policy and procedure and can be accessed on the Sacred Heart University website.

## [2.5 Writing Policy](#)

**Rationale:** It is important to have consistency in writing standards for both students and faculty. The American Psychological Association (APA) is the most commonly used set of writing standards in nursing professional literature.

All nursing courses require use of APA standards for writing. In most cases, a number of grading points will be allocated to a style category; thus, failure to use APA standards will likely lower a student's grade on written assignments. All assignments must comply with the published University Academic Integrity Policy, including the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) policy regarding resubmission of prior written work.

## [2.6 Confidentiality Policy](#)

Students must be aware and understand that the verbal or electronic disclosure of any examination materials or simulation scenarios including the nature or content of examination items, before, during, or after the examination is prohibited. Copying of examination items and

related rationales during test review is also prohibited. Students who are aware of or have observed an attempt to compromise examination materials or processes should report the incident to the faculty. The student who has violated the confidentiality policy may face potentially serious consequences, up to and including dismissal from the program.

## 2.7 Videotaping & Audio Recording Policy

Videotaping and audio recording of students of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) may be a required component for successful completion of courses offered in the nursing programs. The videotaping and audio recording occur in the laboratory settings or other places where learning occurs. The recordings may be viewed by course faculty and peers as appropriate.

## 2.8 Social Media Policy

Nursing students have a responsibility to understand the benefits and consequences of participating in social media. Social media in this context is defined as web-based and mobile platforms for user generated content that create interactive and highly accessible, and often public dialogues. It is imperative that student nurses maintain the awareness they are contributing to the global image of nursing and are representing the nursing profession through intended or unintended outcomes of social media usage both in personal and professional settings of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON), the University, and clinical affiliating agencies. It is in this context that the student nurse may face potentially serious consequences for inappropriate use of social media, up to and including dismissal from the program.

Photographs, video, and any other digital media should demonstrate individual professionalism and be consistent with Sacred Heart University's mission and values. Inadvertently or intentionally breaching patient confidentiality/privacy may occur through a variety of situations and circumstances. Nursing students must be concerned with HIPAA guidelines and maintaining confidentiality and a professional image. Any breach of confidentiality, privacy, or posting of inappropriate or inflammatory information may result in a professional warning sanction, probation, or dismissal.

At Sacred Heart University, the Marketing and Communications Division has developed policies and guidelines to assist the student body in posting content and managing social media sites. Refer to the Sacred Heart University's Social Media Sharing Guidelines on the university website.

## 2.9 Felony Conviction

A felony conviction may affect a student's ability to be placed in a clinical agency or institution. Criminal background checks must be completed at the student's expense. The university and program will have no obligation to refund tuition or otherwise accommodate student in the event that a criminal background check, fingerprinting or drug screening render the student ineligible to complete required courses or clinical field experiences.



Students should note that a felony conviction may affect a graduate's ability to sit for certification examinations and/or attain employment. Any concerns should be communicated to the Program Director or the CT State Board of Nursing for advisement.

## 2.10 Unusual Occurrence

Prompt reporting of unusual occurrences in clinical/laboratory settings is necessary to assure prompt administrative review and determination of appropriate actions, if any, with the involved faculty or student(s). Aggregate data will also be used to improve program aspects as appropriate through curricular revisions and policy clarifications.

Students and/or faculty must complete an Unusual Occurrence Report (Appendix A) form when any of the following events happen in a clinical setting:

- Medication error (actual or near miss)
- Treatment error (actual or near miss)
- Needle stick or other exposure
- Student illness/injury requiring medical attention
- Issues with correct medication counts
- Violation of confidentiality (HIPAA, compliance standards)
- Allegations of discrimination or sexual harassment
- Other events that may reasonably affect patient care quality or student safety

### Procedure

A student must inform the clinical faculty immediately in cases where the student or patient has been injured or at high risk for serious consequences. Faculty will telephone the Program Director immediately in cases of student or patient injury. The Program Director will notify the Dean of the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) immediately if warranted by the seriousness of the incident. In incidents that student or patient did not incur injury or high risk for serious consequences, the student must inform the clinical faculty by end of clinical day.

Occurrence reports must be completed, signed by student and faculty within one (1) week of incident and submitted to the Program Director. The final report after the Program Director's review should be delivered to the Office of the Dean of the DHCON within two (2) weeks of the incident.

## 2.11 Global Learning Programs

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) supports global learning for all degree programs. The goals for the global programs are to develop nursing competencies with greater awareness of global health issues, cultural competency, and social justice issues within context of the nursing profession. Global clinical field experiences and

study abroad opportunities are offered in collaboration with community partners at various sites.

Opportunities to apply to these programs are posted on the Sacred Heart University Office of Global Affairs website for study abroad and all are communicated through DHCON email correspondence. Interested students are required to complete the application for eligibility. Selection for the global clinical programs is based on the DHCON global learning rubric available in the Nursing Student Guides appendices. Students must be in good professional and academic standing in order to be eligible for participation in all programs. From time of acceptance to the day of participation in these programs, any professional or clinical warning or academic probation that arises will be discussed for continued eligibility for participation with the faculty lead and program director.

Specific to the clinical immersion program: The clinical immersion program will take place during the semester while classes are in session at the university. Students participating in these experiences will be required to complete classes in an alternate format for the portion of the classes held during the week(s) of the immersion. It is recommended that students who are accepted to participate in the clinical immersion program discuss the impact of their participation on their academic success with their academic advisor/instructor. A degree program track may choose to limit the number of clinical hours a student may accrue through global immersion experiences.

## 2.12 Student Advisory Representation

The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) offers the opportunity for nursing students in each degree program to be involved in the governance of the program and in the ongoing efforts to improve program quality. Every nursing student is enrolled in the DHCON Student Advisory Blackboard Organization. The organizational site serves as a central location where information can be disseminated to the student body for the DHCON. The DHCON and each program post a formal presentation regarding the overall state of the college and program twice a year, in January and September. Students are encouraged to review the presentations and pose substantive inquiries and comments at the programmatic level to their Program Directors, Chairs and Associate Deans of the DHCON through the Blackboard site.

Students from undergraduate and graduate nursing programs will be provided a mechanism to participate in the DHCON to stimulate sharing of ideas with the overall goal of promoting program excellence.

## 2.13 Selected University Policies

Please refer to the University Catalog and University website for statements regarding these policies. The Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing's (DHCON) policies are aligned with and follow the university policies.

The following policies are highlighted below:

Academic Integrity

Americans with Disabilities Act (ADA)

Statement on Diversity, Equity, and Inclusion

Sexual Assault Policy

Procedures for Individuals Claiming Unlawful Discrimination/Harassment

Accessibility Statement

## Section III: RN to BSN and RN to BSN to MSN Program Specific Policies for the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing

### 3.1 Student Learning Outcomes

#### RN to BSN Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing Entry Level ten Essential Domains designed to reflect the discipline of professional nursing (AACN, 2021, pp. 10-11). The Essential Domains with descriptors can be located at the following link:

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>.

- I. Apply knowledge that integrates nursing science and the liberal arts to support ethical decision-making and inform clinical judgment. (domain 1)
- II. Contribute as an integral member of the interprofessional team in formulation and implementation of plans of care with evidence-based, person-centered care principles that promote quality and safety outcomes. (domain 2, 5, & 6)
- III. Apply principles and practices of population health across the healthcare delivery continuum while caring and advocating for diverse individuals and communities. (domain 3)
- IV. Integrate best evidence into nursing practice and participate in evaluation of outcomes. (domain 4)
- V. Recognize system policies and processes that impact quality health outcomes considering cost, access, social determinants, and care disparities. (domain 5 & 7)
- VI. Incorporate best practices of informatics and communication technologies in accordance with legal, regulatory, and professional practices to deliver safe nursing care. (domain 8)
- VII. Integrate concepts of professionalism including ethics, compassion, diversity, equity, and inclusion into one's professional nursing identity and demonstrate consistent professional behaviors. (domain 9)

- VIII. Formulate a personal and professional leadership style that embraces self-care, reflection, life-long learning, advocacy, mentoring, and service to others. (domain 10)

Domain = AACN The Essentials: Core Competencies for Professional Nursing Education (2021)

### RN to BSN to MSN Student Learning Outcomes

The student learning outcomes are derived from the American Association of Colleges of Nursing Advanced Level Essential ten domains designed to reflect the discipline of professional nursing (AACN, 2021, pp. 10-11). The Essential Domains with descriptors can be located at the following link: <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>.

- I. Translate into action knowledge from the philosophical and theoretical traditions of nursing science and other disciplinary perspectives to facilitate the ethical integration of evidence-based practice to advance nursing scholarship. (domain 1 & 4)
- II. Lead collaboratively within the interprofessional team to develop and evaluate plans of care with evidence-based, person-centered care principles promoting quality and safety outcomes. (domain 2, 5, & 6)
- III. Collaborate with strategic partners to implement health policy while advocating for equitable and sustainable population health care. (domain 3)
- IV. Integrate complex systems-based practice to develop innovative and evidence supported equitable solutions to improve health outcomes across the lifespan of diverse populations. (domain 7)
- V. Apply best practices of informatics and communication technologies in diverse care settings to collect, analyze, and synthesize data to promote quality and safe health care outcomes. (domain 8)
- VI. Demonstrate professional behaviors reflecting current regulations, policies, and practice integrating professional concepts including ethics, compassion, diversity, equity, and inclusion. (domain 9)
- VII. Model leadership within the nursing profession that embraces self-care, a spirit of inquiry, advocacy, change, mentorship, and service to others. (domain 10)

Domains = AACN The Essentials: Core Competencies for Professional Nursing Education (2021)

### 3.2 Academic Advisement

All students admitted into an online DHCON program are assigned an academic advisor for purposes of course planning, consultation, and academic advisement throughout the program of study. Consistent contact with an academic advisor allows the student to address curricular

and career concerns and review progress towards graduation. Effective advising contributes to student satisfaction with their academic program and the university, as well as student retention. At a minimum, students are required to meet with their academic advisor upon admission into a program and prior to *each* course registration term. ***Authorization to register after the module, fall, summer, and spring courses is contingent upon academic advisement.***

### Academic Advisement Procedure

#### Upon Admission into Program

The Enrollment Coordinator (EC) will:

- Register the student for their first course(s).

The Student Services Coordinator (SSC) will:

- Meet with the student within two weeks of beginning the first course, to complete, in eStar, the initial academic Plan of Study (POS), based on the specific program and track requirements and the review of the academic transcript(s) for possible transfer of credit completed by the program admission committee.
- Orient the student to eStar.
- Orient the student to Student Planning and Advising (SPA).
- Inform the student that they must meet with their academic advisor prior to the next registration term to obtain permission to register.
- Notify the assigned academic advisor that the initial POS has been developed and is ready for review with the student.

The Academic Advisor will:

- Meet with the student no later than five weeks prior to the end of the first enrolled module/semester to review and approve the initial POS.
- Review preparation and expectations for practicum courses.
- Clarify program requirements, policies, and procedures.
- Review registration process.
- Review policy and procedure for requesting a leave of absence/course withdrawal
- Document in eStar that the POS has been approved.
- Document in eStar a summary of the advising appointment.
- Remind the student to contact the academic advisor (e.g., email/phone) prior to the start of the next registration term to confirm their plan to register for the next two modules/semester and to verify the next two courses for which they will be registering.
- Notify the SSC of approval of POS.

To access courses and coursework, students must log into their MySHU account. This site is a main portal to access important university icons such as Blackboard, email, and Student Planning and Advising (SPA). If MySHU is unavailable and students are unable to access courses and coursework, an alternate link is available (see Blackboard Website). Students may access their email through this link or [www.outlook.com](http://www.outlook.com). If students forget their password to this portal at any time, they must reset their password at [ams.sacredheart.edu](http://ams.sacredheart.edu).

### Plan of Study Approval Process

The Plan of Study is a document that guides students regarding the sequencing of courses in the program track. Once enrolled in the program, the SSC will develop the initial plan of study with the student. After the student's plan is created, the student must meet with their academic advisor who will review and approve the plan of study. This meeting between the student and academic advisor must occur no later than five weeks prior to the end of the first enrolled module/semester. The eStar online platform allows for student review of plan of studies, communication with the SSC and faculty advisor and POS approval. eSTAR login instructions are sent to each new student by the SSC.

### Registration Policy

Enrollment Coordinators/SSC register all newly admitted online DHCON students for the first course(s) to make the transition into the online classroom easier. After this initial registration, students must meet with their academic advisor within the first five weeks of their first enrolled course as well as prior to the start of the next registration term in order to be approved to register for their next two modules/semester.

Student Planning and Advising (SPA), SHU's online course planning and registration system, allows students to review their academic progress, add courses to their plan of study for as many future terms as they desire, and register for specific courses during the registration period for the upcoming Registration Term.

The academic advisor will provide the student with course recommendations for each registration term (two modules/one semester), based upon the approved POS. Students are encouraged to enter into SPA courses for which they anticipate enrolling in for at least the next four modules, system permitting. An advisor block or hold on registration will be in place and released **each** registration term once the student has met with their academic advisor in the designated time period to review the POS and verify the next course(s) for which the student intends to register. If a student has any special requests or needs to deviate from the approved POS, they must discuss with the academic advisor, who will determine if the request(s) can be accommodated. The academic advisor has the right to decline registration authorization if the POS has not been discussed per the guidelines of this policy. Online DHCON students are strongly encouraged to register for their next course(s) no later than two weeks **prior** to the module or semester start in order to ensure that all courses will be available. Low enrolled

courses may be cancelled, which may affect the student's graduation date. Not all courses are offered every module/semester and courses may be cancelled by the Chair, Undergraduate Programs for extenuating circumstances, such as under-enrollment.

### Registration Procedure

#### The student will:

- Contact the academic advisor (e.g., email/phone) prior to the start of the next registration term, to confirm their plan to register for the next two modules/semester and to verify the next course(s) for which they will be registering.

#### The academic advisor or designee will:

- Meet with the student (e.g., email/phone) to review the POS and confirm the next course(s) for which the student should register.
- Approve registration for the next two modules/semester.
- **Remove the advisor block on registration after the meeting with the student has occurred.**

**Registration for the fall semester (M1 and M2) opens in April, for the spring semester (M3 and M4) in October, and for the late spring/summer semester (M5 and M6) in February.**

Additional information on the registration dates can be found on SHU's website by searching Registration Schedule.

### Number of Courses Permitted to Enroll in per Module

Students generally enroll in one course per module, based on their individual progression plan within the plan of study. A request to enroll in more than one course per module should be discussed with the student's academic advisor to ensure that courses follow the required curricular progression and that all pre and/or co-requisites are completed as required. Students on probation may not be enrolled in more than one course per module.

In order for a student to be approved for more than one course per module, they must be in good academic standing and have no previous course failure.

### Nursing License Requirement

- RN to BSN: Student is required to have an active, unencumbered RN license prior to starting NU 335, NU 345, NU 355, NU 376, and NU 387.
- RN to BSN to MSN: Student is required to have an active, unencumbered RN license prior to starting any 400-level nursing course, NU 376, and NU 387.

### 3.3 Grading Policy

Students in the RN to BSN and RN to BSN to MSN Programs are required to meet the following criteria in order to remain in good academic standing. A consistent, published approach to grading across the nursing programs is important to establish required standards to successful course completion, and to maximize likelihood of success in the program.

#### Policy for RN to BSN Students

- Students must earn a minimum of C+ (77) in order to pass a nursing course.
- A field experience/clinical failure in a nursing course results in a course failure and a recommendation for dismissal from the program.
- Students must maintain a cumulative 2.8 GPA throughout their program of study and meet the 2.8 minimum required GPA for graduation.
- All course syllabi will list the evaluative components for that course with their relative weighting related to the final course grade.
- Students with a grade of 'F' in any nursing course **will be dismissed** from the program (see section 3.7).

#### Policy for RN to BSN to MSN Students

- Students must earn a minimum grade of B- (80) in order to pass a nursing course.
- A field experience/clinical failure in a nursing course results in a course failure and a recommendation for dismissal from the program.
- Students must maintain a cumulative 3.0 GPA throughout their studies and meet the minimum required 3.0 GPA for graduation.
- All course syllabi will list the evaluative components for that course with their relative weighting related to the final course grade.
- Students with a grade of 'F' in any nursing course **will be dismissed** from the program (see section 3.7)

*Table 1: Sacred Heart University Undergraduate Grading System*

Grade	QP	Grade Range
A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	60-66
F	0.00	0-59



P (Pass)	Pass/Fail courses are not offered for RN to BSN or RN to BSN to MSN students	N/A
NP (No Pass)	Pass/Fail courses are not offered for RN to BSN or RN to BSN to MSN students	N/A
W	0.00	N/A
I (Incomplete)	0.00	N/A
NG (No Grade)	0.00	N/A

### Rounding of Grade Policy

Rounding of examination and course grades for Sacred Heart University's DHCON is as follows: All examination grades are to be left to the hundredths place (not rounded up or down) until the end of the module. Rounding will occur at the end of the module at which time the final course grade will be rounded to the nearest whole number. Grades that end with a decimal point of 0.5 or above will be rounded to the next higher whole number and grades that end with a decimal point below 0.5 will be rounded to the next lower whole number. For example, after rounding at the end of the module, a final grade of 76.49 will be rounded down and translate to a final grade of 76 and a final grade of 76.50 will be rounded up and translate to a final grade of 77.

### 3.4 Adherence to Professional Behaviors

Professional behavior of students is required in the virtual classroom and in all practicum/fieldwork settings. Students enrolled in the program represent the DHCON and Sacred Heart University.

#### Policy

Sacred Heart University nursing students are expected to demonstrate consistently the professional behaviors listed below. Failure to demonstrate one or more professional behaviors may be cause for disciplinary action, including warning, probation, course failure, or recommendation for dismissal from the program. Student's questions regarding the SHU Nursing Professional Behaviors listed below should be discussed with course faculty and/or academic advisors. Students are expected to uphold the ethical standards of the nursing profession. A copy of the Code of Ethics for Nurses can be found on the American Nurses Association website.

#### Nursing Professional Behaviors

The student must consistently demonstrate the following behaviors **online** and **in** clinical/fieldwork settings:

## *Responsibility*

### **The student:**

- Is punctual and dependable.
- Completes responsibilities in a timely manner including following through with assigned or accepted responsibilities.
- Knows and abides by relevant University, College, and Program policies and procedures.
- Knows and abides by relevant agency policies and procedures in the clinical setting.

## *Professionalism*

### **The student:**

- Is honest and demonstrates integrity in all situations.
- Maintains personal boundaries that are appropriate for the situation.
- Voices criticism and negative perspectives in an appropriate way and at appropriate times.
- Respects those with opposing opinions.
- Uses the established protocol as described in the Student Handbook / Guide for resolving academic questions/issues.
- Respects confidentiality.
- Engages in self-assessment and reflection on a regular basis to promote professional growth and development.
- Respects and responds appropriately to criticism. Uses critiques from faculty in a positive way by developing a plan of action for improvement.
- Demonstrates sensitivity for interpersonal differences, including cultural, racial, religious, gender, age, sexual orientation, and ability.
- Dresses and presents an appearance appropriate to the situation. (Refer to Dress Code policy for details of clinical requirements).

## *Self-Directiveness*

### **The student:**

- Is prepared for class/clinical/fieldwork sessions and assignments.
- Identifies learning needs and implements a study plan with faculty advisement and assistance if necessary.
- Asks relevant questions indicating interest as well as preparation for learning.
- Demonstrates independence in the learning environment, seeking assistance when appropriate.

## Communication “Netiquette”

It is important to recognize that the online classroom is in fact a classroom, comprised of “real” people and certain behaviors are expected when communicating with peers and instructors.

When communicating online, whether it be through email, discussion board, blogs etc., the following “netiquette” guidelines should always be practiced. The student:

- Communicates in a respectful and professional manner.
- Does not send/write anything that would not be said to an individual face-to-face.
- Uses proper titles or names when addressing all individuals.
- Remembers that all communication should have correct spelling and grammar.
- Avoids slang terms and texting abbreviations.
- Avoids using the caps lock feature AS IT CAN BE INTERPRETED AS BEING ANGRY.
- Is cautious when using humor or sarcasm, as tone is sometimes lost in translation and can be interpreted differently than intended.
- Avoids very short answers/emails which may be interpreted as “abrupt”.
- Avoids endless lengthy emails; be concise in your communication.
- Does not send personal or confidential information via email.
- Is sure he/she wants everyone to receive your response before you click “reply all”.
- Is respectful of others’ opinions even if they differ from your own.
- Does not make insulting or personal remarks.
- Is aware that not all communications may be appropriate “online”.
- Uses other forms of communication such as a personal phone call which may be more appropriate in certain situations.

## Specific Standards for Clinical/Lab/Simulation

### **The student:**

- Adheres to clinical/fieldwork practices, principles, and standards.
- Reports clinical findings to preceptor in a timely manner.
- Engages in safe nursing practice.
- Practices within the scope of the student nurse role.
- Follows chain-of-command appropriately.

Failure to comply with and demonstrate professionalism throughout the program may result in a professional warning. (See section 3.7 a). Graduation awards are granted on merit and professionalism. Program warnings can affect a student’s likelihood of award consideration.

### 3.5 Just Culture Policy

“Just Culture” promotes a trusting environment in which students, preceptors and faculty are encouraged to identify and report errors and near-misses without fear of retribution. It examines the behavior of students and the potential risks of their behavior in a clinical or simulated clinical setting and applies fair and consistent management of adverse events. The focus is on learning and designing safe nursing practice and providing opportunities for remediation and practice improvement.

#### Just Culture Policy

To create a culture that promotes learning from practice errors while properly assigning accountability for behaviors, consistently evaluating events, and complying with reporting requirements for the DHCON and/or clinical setting.

#### Definitions

**Human Error:** Student inadvertently did something other than intended or other than what should have been done; a slip, lapse, an honest mistake.

Examples of Human Error Student Practice Events:

- One-time medication error (wrong dose, wrong route, wrong patient, wrong time)
- Failure to implement a treatment order due to oversight

**At Risk Behavior:** Student makes a behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified; student does not appreciate risk; unintentional risk taking. Generally, the student’s performance does not indicate that his/her continuing practice poses a risk of harm to the client or other person.

Examples of At-Risk Behavior:

- Exceeding scope of practice for which the student has been educated
- Fraudulent documentation such as documenting prior to completion of task
- Deviation from established procedure

**Reckless Behavior:** Student makes the behavioral choice to consciously disregard a substantial and unjustifiable risk.

Examples of Reckless Behavior:

- Leaving shift before completing all assigned care without proper notification or hand-off communication
- Student made medication error, realized it, told no one, and falsified the medical record to conceal error

**Systems Issues:** Events or event elements that are primarily the result of factors beyond the student's control.

Examples of Systems Issues:

- Malfunctioning equipment
- Interdepartmental delays
- Inadequate supplies

*Behaviors not included in this policy*

Academic cheating, inappropriate use of social media, confidentiality, fraud, theft, drug abuse, impairment, drug diversion, personal or professional boundary issues, sexual misconduct, and mental/physical impairment are not appropriate for evaluation with the Student Practice Event Evaluation Tool (SPEET). These are conduct and health-related issues, not practice events.

*Just Culture Procedure*

The DHCON supports a trusting environment that facilitates learning and encourages identification and reporting of errors with a focus on designing safe nursing practice. When a practice event (error, mistake, misunderstanding or system failure resulting in harm, potential harm, near miss, or adverse outcome) occurs, students, clinical/lab faculty, course coordinator and program director apply the “Just Culture” philosophy and principles and complete the Student Practice Event Evaluation Tool (SPEET). See [Appendix F](#)

*Steps*

1. Identification of a practice issue or event
2. Complete the Unusual Occurrence Incident Report
3. Complete the Student Practice Event Evaluation Tool (SPEET) to identify the category of the practice event and recommended action
4. Complete the Critical Incident Form to document outcome (if indicated)
5. Develop a Student Success Plan (if indicated)
6. The student may submit an appeal to the Just Culture policy outcome within 14 business days of notification and follow the appeal procedure as outlined in the nursing student guide.

*Categories of Practice Events and Outcomes*

**Human Error** – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). Clinical/lab faculty and/or course coordinator will support and console the student. If indicated, a Student Success Plan will be developed with the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. A Critical Incident Form is completed to document outcome, as indicated. The program director will review repeated human errors to determine if further action is warranted.

**At-Risk Behavior** – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). A Student Success Plan will be developed with student, as indicated to include coaching and counseling the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. A Critical Incident Report is completed to document outcome, as indicated. The program director will review repeated at-risk behavior practice events to determine if further action is warranted.

**Reckless Behavior** – The clinical/lab faculty/adviser and/or course coordinator and program director will complete the Student Practice Event Evaluation Tool (SPEET). The course coordinator and program director will be notified and consider disciplinary action and/or remedial action in addressing the event with the student. An Unusual Occurrence Incident Report will be completed and forwarded to the program director. Disciplinary action will adhere to program, college, and university policies and directives.

### Systems Issues

**System Issues Contributing to Event** – The Program Director, course coordinator, and clinical advisor will address college-related system issues through established processes. The Program Director, course coordinator, and clinical advisor will address clinical setting system issues with appropriate clinical agency management and administrative staff.

Student involvement in resolution of system issues will be encouraged as a learning opportunity.

## 3.6 Academic Performance Course Progression

### RN to BSN

Matriculated RN to BSN students must maintain a cumulative grade point average (GPA) of at least 2.8 throughout the entire course of study.

The minimum final passing grade for all RN to BSN nursing courses is C+ or the numerical value of a 77.

Students must pass all the evaluative components of a nursing course in order to receive a grade of C+ or higher. Evaluative components include clinical/practicum and didactic elements. Failure of either component will result in course failure. *If the student fails any of the clinical practice components of the course, the student will receive a failing grade of an “F” and will be dismissed from the nursing program.*

A student who receives a grade between 60 - 76 (D – C) in a nursing course must repeat the course. Successful completion of the course is required in order to progress to the next course. If the student successfully repeats the course with a grade of C+ or higher, they may remain in

the program. If the student receives a second grade of C or lower, they will be dismissed from the program.

The SHU policy of accepting a passing grade of “D” in **undergraduate** Liberal Arts courses will be honored. However, if the D grade lowers the overall cumulative GPA, the student will be recommended for Academic Probation.

The grading alternative Pass/Fail is not permitted for course grades in the RN to BSN nursing programs.

If a student receives an incomplete grade in a liberal arts course, the course must be completed successfully with a minimum grade of D or higher within the first 6 weeks of the end of the course.

If a student receives an incomplete grade in a nursing course, the course must be completed successfully with a minimum grade of C+ or higher within the first 6 weeks of the end of the course. Refer to the section on Incomplete.

A student who receives an incomplete grade in a prerequisite course may not enroll in any courses that require the successful completion of this prerequisite course.

A student may repeat a nursing course only once during their program of studies.

#### **RN to BSN to MSN**

Matriculated RN to BSN to MSN students must maintain a cumulative grade point average (GPA) of at least 3.0 throughout the entire course of study.

The minimum final passing grade for all 300-level nursing courses is C+ or the numerical value of a 77.

The minimum final passing grade for all 400-level nursing course is B- or the numerical value of 80.

Students must pass all the evaluative components of a nursing course. Evaluative components include clinical/practicum and didactic elements. Failure of either component will result in course failure. *If the student fails any of the clinical practice components of the course, the student will receive a failing grade of an “F” and will be dismissed from the nursing program.*

A student who receives a grade between 60 - 76 (D – C) in a 300-level nursing course must repeat the course. Successful completion of the course is required in order to progress to the next course. If the student successfully repeats the course with a grade of C+ or higher, they may remain in the program. If the student receives a second grade of C or lower, they will be dismissed from the program.

A student who receives a grade between 73 - 79 (C – C+) in a 400-level course - one of the five swing nursing courses (NU 501 Health Care Policy and Ethics for Contemporary Nursing Practice, NU 530 Principles of Health Care Research for Contemporary Nursing Practice, NU 531 Evidence Based Practice for Quality Care, NU 533 Theory and Professional Roles for Contemporary Nursing Practice, and NU 575 Health Care Information Systems), the student must repeat the course. If the student successfully repeats the course with a grade of B- or higher, they may remain in the program. If the student receives a second grade of C+ or lower, they will be recommended for dismissal from the program. A clinical failure in a nursing course results in a course failure.

The SHU policy of accepting a passing grade of “D” in **undergraduate** Liberal Arts courses will be honored. However, if the D grade lowers the overall cumulative GPA, the student will be recommended for Academic Probation.

The grading alternative Pass/Fail is not permitted for course grades in the RN to BSN to MSN nursing programs.

If a student receives an incomplete grade in an undergraduate liberal arts course, the course must be completed successfully with a grade of D or higher within the first 6 weeks of the end of the course.

If a student receives an incomplete grade in a nursing course, the course must be completed successfully with a grade of C+ or higher for a 300-level course and B- or higher for a 400-level course within the first 6 weeks of the end of the course. Refer to the section on Incomplete.

A student who receives an incomplete grade in a prerequisite course may not enroll in any courses that require the successful completion of this prerequisite course.

A student may repeat a nursing course only once during their program of studies.

### 3.7 Academic Standards

#### RN/BSN/MSN Academic Standards

**Students are solely responsible for adhering to the Dr. Susan L. Davis, R.N., & Richard J. Henley College of Nursing (DHCON) policies and procedures set forth in the Nursing Student Guide and to all conditions identified in any communication from the DHCON. Failure to comply may result in nursing programmatic academic probation or dismissal.**

Professional behavior and academic standards are designed to uphold important values and requirements of the nursing profession to assure safe, quality practice, and protection of clients. Warnings, probation, and dismissal are applied to violations of professional behaviors and academic standards as follows.



## Program Warnings

There is a defined, progressive, and formalized system of communication and documentation related to giving students warnings. The following behaviors or actions will generally result in students being issued a warning:

- Failure to adhere to one or more of the Professional Behaviors outlined in the Professional Behavior Standards Policy or the Student Nurse *Code of Conduct*.
- Excessive absenteeism such as one week of non-participation in an online course without prior approval by course faculty.
- Unsuccessful achievement in one or more clinical competency categories.
- Actions that could have or did result in serious injury to a patient.

Students may receive a warning for violations related to professional and clinical standards as outlined in this section of the DHCON Nursing Student Guide. The warning will be part of the student's academic record. Students may receive a verbal warning which will be issued at the time of infraction or violation of accepted practices, principles, or standards. The warning will be documented in the student's record. A verbal warning does not need to be issued prior to a written warning or probation.

Students are required to meet with their course faculty and/or academic advisor to discuss the violation within 7 days if appropriate. Failure to comply with this policy may result in nursing programmatic academic probation.

A student may be placed on nursing programmatic academic probation after any professional or clinical written warning. After two consecutive (defined as within the same semester or sequential semesters) or three non-consecutive written warnings, the student will be placed on nursing programmatic academic probation.

Nursing programmatic academic probation status is for two academic semesters or four enrolled modules. At the end of the probation period, the student must meet the professional and academic standards outlined in the RN to Bachelor of Science in Nursing and RN to Bachelor of Science in Nursing to Master of Science Program Nursing Student Guide and the requirements set forth by the Academic Standards Committee in order to return to good standing. While on nursing programmatic academic probation, if a student incurs another incident that would result in being placed on nursing programmatic academic probation, the student will be dismissed from the program.

Students with recurrence of behaviors that yielded warning(s) or nursing programmatic academic probation and/or the first incidence of a serious violation may result in dismissal from the program.

The following behaviors or actions will generally result in students being placed on nursing programmatic academic probation. Probation period is for the next enrolled two academic semesters or four enrolled modules.

- Students whose cumulative Grade Point Average (GPA) falls below the stated standard of 2.8.
- A student who receives a grade between 60 - 76 (D-C) in a 300-level nursing course must repeat the nursing course. If the student successfully repeats the course with a grade of C+ or higher, they may remain in the program.
- A student may repeat a nursing course only once during their program of studies.
- Students who receive any serious professional or clinical written warning.
- After two consecutive (defined as within the same semester/terms or sequential semesters/terms) or three non-consecutive written warning.

Students who are placed on nursing programmatic academic probation must meet with their respective academic advisor and complete a Student Success Plan to plan for improved performance. The Student Success Plan must be submitted to the Program Director and course faculty. Failure to complete and comply with the Student Success Plan will significantly increase the likelihood of clinical/course failure.

### *RN to BSN to MSN*

The following behaviors or actions will generally result in students being placed on academic probation. Probation period is for the next four enrolled modules.

- Students whose cumulative Grade Point Average (GPA) falls below the stated standard of 3.0.
- Students who receive a grade between 60 - 76 (D-C) in a 300-level nursing course must repeat the nursing course. If the student successfully repeats the course with a grade of C+ or higher, they may remain in the program.
- Students who receive a grade of 73 - 79 (C – C+) in a 400-level nursing course - one of the five swing nursing courses (NU 501 Health Care Policy and Ethics for Contemporary Nursing Practice, NU 601 Principles of Health Care Research for Contemporary Nursing Practice, NU 602 Evidence Based Practice for Quality Care, NU 530 Theory and Professional Roles for Contemporary Nursing Practice, and NU 575 Health Care Information Systems), must repeat the course. If the student successfully repeats the course with a grade of B- or higher, they may remain in the program.
- Students may repeat a nursing course only once during their program of studies.
- Students who receive any serious professional or clinical written warning.
- After two consecutive (defined as within the same semester/terms or sequential semesters/terms) or three non-consecutive written warning.

Students who are placed on academic probation must meet with their academic advisor and complete a Student Success Plan to plan for improved performance. The Student Success Plan must be submitted to the academic advisor. Failure to complete and comply with the Student Success Plan will significantly increase the likelihood of clinical/course failure.

#### Dismissal from the Dr. Susan L. Davis, RN & Richard J. Henley College of Nursing (DHCON)

The DHCON reserves the right to dismiss a student who does not maintain a satisfactory level of scholarship, who cannot remain in the Nursing Program without detriment to the health of self or others, or who, in the judgment of the Academic Standards Committee and Dean of the DHCON, fails to live up to University and/or professional standards and regulations. For additional details, refer to policies on Course Progression, Professional Role Behaviors and Warning, Probation, and Failure. Recommendations are forwarded to the Dean for final determination. Specific reasons for dismissal from the RN to Bachelor of Science in Nursing and RN to Bachelor of Science in Nursing to Master of Science Program are:

##### **Specific reasons for dismissal from the RN to BSN Program are:**

- Failure to maintain a cumulative GPA at or above the required 2.8.
- Failure of clinical portion of the course, which results in a grade of F for the final course grade.
- **Failure, with final course grade of F, in one nursing course.**
- Failure of one 300-level nursing course (final grade below D).
- Failure to receive a grade of C+ or higher when repeating a nursing course.
- Failure of more than one nursing course, with a final course grade of C or lower during the program.
- Failure to demonstrate professional behavior standards including academic integrity (refer to policies on academic integrity).
- Failure to meet criteria for nursing programmatic academic probation while on probation.
- Failure to meet the Essential Attributes and Functional Abilities for nursing students despite reasonable accommodations.

##### **Specific reasons for dismissal from the RN to BSN to MSN Program are:**

- Failure to maintain a cumulative GPA at or above the required 3.0.
- Failure of clinical portion of the course, which results in a grade of F for the final course grade.
- **Failure, with final course grade of F, in one nursing course.**
- Failure of one 300-level nursing course (final grade below D).
- Failure of one 400-level nursing course (final grade below C).
- Failure to receive a grade of C+ or higher when repeating a 300-level nursing course or a B- or higher when repeating a 400-level nursing course.
- Failure of more than one nursing course.
- Failure to demonstrate professional behavior standards including academic integrity (refer to policies on academic integrity).

- Failure to meet criteria for nursing programmatic academic probation while on probation.
- Failure to meet the Essential Attributes and Functional Abilities for nursing students despite reasonable accommodations.

### *Clinical/Fieldwork Course Failure*

A student will fail a clinical/fieldwork course and be dismissed from the RN-BSN and RN-BSN-MSN programs under the following conditions.

- Practicing outside the scope of the RN to BSN or RN to BSN to MSN student nurse role that may result in potential or actual harm of a patient/client.
- Prescribing and/or providing patient care including but not limited to treatments and/or medication administration without the supervision of a DHCON faculty member or designated DHCON preceptor present.
- Engaging in unprofessional behavior that results in the student being barred from the clinical rotation by the clinical agency/institution.

### *Academic Standards Committee Procedure*

There is a defined, progressive, and formalized system of communication and documentation related to student academic, professional, and clinical progression.

The Academic Standards Committee will be notified by course faculty of any academic, professional, or clinical violations. Decisions and recommendations for nursing programmatic academic probation and dismissal will be discussed by the Academic Standards Committee. The entire academic and clinical record of the student will be reviewed during deliberations. Recommendations regarding academic progression are sent to the Dean for final review and decision.

Students will be notified, in writing, of any actions taken by the Academic Standards Committee. Written notifications may include instructions for students related to their status in the program, academic progression and/or conditions of nursing programmatic academic probation.

### *Appeal Process for Dismissal*

For a student's appeal of a probation or dismissal to be considered, the appeal must be based upon one or more of the following grounds and allegation that the grounds cited influenced the cause for dismissal: (1) arithmetic or clerical error; (2) extenuating circumstances; (3) discrimination or harassment, based upon race, color, gender, religion, national/ethnic origin, age, or disability. For any claims of discrimination or harassment, the appeal process will be paused until the investigation is complete.

The student may appeal the dismissal decision in accordance with the procedure outlined below. Such a request for appeal must occur by January 3 for the Module 2/Fall semester. For

all other modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

For information regarding discrimination or harassment, refer to the University's Policy on Prohibited Harassment and Discrimination located on the university website.

### Dismissal Appeal Procedure

If the student chooses to appeal a decision of dismissal, the student must submit a written statement detailing the grounds for appeal based on the list above. The student is responsible for preparing a written statement and setting forth the facts and circumstances in support of the appeal. With the exception of appeals that are based solely on arithmetic grade calculation or clerical error(s), the appeal should include reflection on the cause of the poor performance, documentation of any extenuating circumstances, and a plan of action for improving performance if the student is admitted back into the program. The request and statement must be submitted to the Chair of the Academic Standards Committee no later than January 3 for the Module 2/Fall semester. For all other modules & semesters, the request and statement must be received within 14 business days of the dismissal notification.

- Upon receiving a timely request for an appeal, the Chair will convene the Academic Standards Committee. The hearing is to be held within 14 business days of receipt of a formal written appeal.
- The Academic Standards Committee hearing is a closed hearing attended by Academic Standards Committee members only.
- The hearing is solely based on the question of whether the ground or grounds for appeal as cited influenced the decision for dismissal as alleged in the student's written statement of appeal. The burden is on the student to satisfy the Committee by clear, cogent, and convincing evidence that his or her contentions are true.
- At the beginning of the hearing, the Chair will outline the procedures to be followed in the hearing. The Academic Standards Committee may consider only such evidence that relates to the three possible grounds and need consider only that offered which it considers fair and reliable. The conduct of the hearing is under the control of the Chair.
- Following the hearing, the Committee will deliberate and vote.
- The Chair of the Academic Standards Committee will notify the Dean of the recommendation of the decision of the appeal. The Dean of the DHCON will either accept or deny the decision. The Dean's office will notify the student, Chair of the Program's Academic Standards Committee, and the Program Director in writing of the decision.
- If the decision so indicates, the Dean's office will contact the university's registrar to initiate a change in the decision of dismissal.
- Note: Incidences where the Dean of the DHCON is named, a designee from the Office of the Dean may be substituted, i.e., Associate Dean.
- If an appeal of dismissal is overturned, the student will be placed on Nursing Programmatic Academic Probation. Please see the Academic Probation section of this guide.

### 3.8 Chain of Command

- **Plan of Study**

Students who have concerns related to their plan of study should first contact their academic advisor. If further assistance is needed, the student should contact their program director.

- **Courses**

Students who have any issues related to coursework should first discuss them with the course instructor. If further assistance is required, the student and/or course instructor should contact the academic advisor and assistant program director.

All student inquiries concerning grades received must take place between faculty and student via written email. The assignment email should professionally state the concern along with an accompanying literature citation that supports your reason for concern to the appropriate faculty member within 7 days (3 days for final grades) of receiving the grade. From there, the faculty member who graded the assignment will consult the course champion and the student will receive a finalized faculty decision in writing via email.

- **Clinical/Fieldwork Practice**

Clinical issues of an urgent nature should be addressed immediately by the preceptor, clinical faculty, or advisor. Any non-urgent issues related to clinical should be addressed first to the preceptor, and to the assigned faculty for the course. If further assistance is needed, the student, preceptor, and/or course faculty should contact the student's assistant program director. For any issues that are unresolved or in the event the student needs immediate assistance and is unable to reach the course instructor the student should contact the assistant program director.

If in any of the above cases the assistant program director is unable to resolve the issue(s), the program director will contact the Chair, Undergraduate Programs, Associate Dean of Academic Affairs and then finally the Dean of the DHCON.

### 3.9 Course Withdrawal

#### Nursing Course Withdrawal Policy

A student who is currently enrolled in a course has the option to withdraw prior to the designated "date to withdraw," posted online in the SHU Online Academic Calendar.

A student may withdraw from up to two nursing courses during the program. The Program Director, at their discretion, may allow an additional withdrawal from a nursing course for extenuating circumstances. If the student needs to take a medical leave of absence for the semester, refer to Leave of Absence Policy.

The student should complete the following steps:

- The student should contact the course faculty and their academic advisor to discuss options.
- If the decision is to withdraw from the course, the student must contact the Student Services Coordinator (SSC) to obtain a withdrawal form. The student must complete the form and submit back to the SSC by the deadline published in the academic calendar.
- If the course withdrawal form is not submitted, the student will receive a final grade earned, which may lead to a recommendation of probation or dismissal from the program.
- Dropping a course may have a severe impact on a student's academic progress, financial obligations, and financial aid, including any loan refunds students may have received.
- **\*Please review the Student Accounts Withdrawal Refund Policy and the Student Financial Assistance Withdrawal Policy on the Sacred Heart University website.**

Note: Approval to withdraw from a course is granted only for the course in which the student is currently enrolled.

### 3.10 Incomplete

The course instructor has the ability to grant an incomplete grade to a student in good academic standing, with the approval of the Assistant/Program Director, when illness or other extenuating circumstances beyond the student's control prevent completion of the course. The student must be passing the course at the time they request an incomplete grade and the last day to withdraw from the course, according to the published SHU online academic calendar, must have passed. If the Program Director approves the assigning of an incomplete grade, the course faculty will inform the student that all unfinished course work would need to be submitted for grading within six weeks from the end of that course. Once course work is graded, the course faculty will change the incomplete grade to the numerical grade earned. If the unfinished coursework is not completed within the six-week period, the incomplete grade will revert to a failing grade. In unusual circumstances and at the discretion of the Program Director/Chair of Undergraduate/Graduate Programs, the six-week period to complete unfinished coursework can be extended.

If the course in which the incomplete grade was granted is a **pre-requisite** course, then the course must be completed before progressing in the program. Students on **probation** must complete and pass the course in which an incomplete grade is assigned before progressing in the program.

The course faculty who assigns the incomplete grade informs the Chair of the Academic Standards Committee. The course faculty also completes the Incomplete Grade Agreement form and sends to the student for review and signature.

### 3.11 Program Leave of Absence

Students in good standing who need to delay progression to degree completion may request a program leave of absence (LOA). A program LOA is defined as a temporary stop out from a

program with the intention to resume course work within a designated period of time. If a student does not take a course for more than two consecutive modules, the student must contact their academic advisor or designee (e.g., Program Director) and request a LOA for up to one year from the first module that was not taken. Submission and approval of the LOA permits the student to remain in the program without being subject to administrative withdrawal for up to one year from the last course/module completed. Students who have not taken a course for more than two consecutive modules and do not request a LOA may, under certain circumstances, will not be administratively withdrawn if the academic advisor has approved a change of the individual progression plan.

Should the student wish to continue their program of studies, they will be required to apply for readmission to the program. Refer to Administrative Withdrawal policy and procedure.

All students requesting a LOA must complete a Leave of Absence Request form. ***Notifying course instructors or no longer attending classes does not constitute an official LOA.*** All LOA requests must be approved by the student's assigned academic advisor or designee (e.g., Assistant Program Director).

The SSC will notify the appropriate academic advisor or designee *should* they have knowledge of a student who has not registered for more than two consecutive modules. The academic advisor will contact the student (email and/or telephone call) to determine the student's plan for course enrollment. If a student does not respond to the academic advisor's email and/or telephone call within seven days of the original attempt, the academic advisor will request the SSC to contact the student. If the SSC is unable to reach the student, the academic advisor will inform the Program Director/Chair, Undergraduate Programs, who will administratively withdraw them from their program. Should the student wish to continue their program of studies, they will be required to apply for readmission to the program. Students in cohort programs who return from a LOA will be placed in the appropriate cohort according to their current standing and prior progression in the program. Students returning from a LOA must contact their academic advisor to review and revise their plan of study prior to registering for course work.

#### Procedure: Request for LOA

##### The student will:

- Email the academic advisor or designee (e.g., Assistant Program Director) of intent to request a LOA.
- Complete the online LOA form at least two weeks prior to the start of the next course with the following information:
  - Statement requesting a LOA
  - Reason for LOA request
  - Module/Semester/Year of start of LOA
  - Module/Semester/Year of end of LOA
  - Personal contact information



- Meet with academic advisor to review LOA request.

**The academic advisor or designee will:**

- Review the data populated in the LOA survey Excel spreadsheet and add their name and date of approval.
- Review and revise the student's Plan of Study.
- Notify the student and SSC of approval of LOA.

**The program manager will:**

- Notify the Registrar when the student goes out on a LOA.

**Procedure: Return from LOA**

**The student will:**

- Meet with their academic advisor or designee at least four weeks prior to end of LOA.

**The academic advisor or designee will:**

- Finalize the Plan of Study.
- Approve registration for next module/semester.
- Notify the SSC of student's return from LOA.

**The program assistant will:**

- Notify the Registrar when the student returns from a LOA.

Students who do not return from an approved LOA at the designated time without notifying the academic advisor will be administratively withdrawn from their program and required to apply for readmission should they wish to continue their program of study. Students will be notified in writing of the effective date of the administrative withdrawal.

### **3.12 Administrative Withdrawal**

#### **Policy and Procedure**

An enrolled student who has NOT taken a course for more than two consecutive modules, submitted a LOA request form, or returned from an approved LOA will be subject to administrative withdrawal from the program. Refer to policy on Program Leave of Absence for administrative withdrawal procedure. Students who have been administratively withdrawn and wish to continue their program of study will be required to apply for re-admission and meet the admission and curriculum requirements in effect at the time.

### 3.13 Change in Curriculum and Continuous Enrollment/Inactive

#### Matriculation

Matriculation begins once a student is accepted in the RN to BSN or RN to BSN to MSN Online Program and enrolls in the initial course(s).

Students must complete all the requirements for the degree within (6) years of the date of completion of the first course in the program of study.

An extension of the time limit for completion of the degree may be granted by the Dean, DHCON, upon the recommendation of the Chair.

Students must maintain **continuous enrollment** throughout their program of study. A degree candidate has the right to graduate under the requirements that existed at the time of their matriculation as long as continuous enrollment has been maintained. Continuous enrollment as defined by University policy requires a student to complete two courses within a 12-month period unless the student is on an approved LOA. Students should refer to the University policy.

A matriculated student who wishes to be inactive (not registered for courses) may do so for one or two modules in the online RN to BSN and RN to BSN to MSN programs. Students must contact their academic advisor for guidance.

While inactive, the matriculated student remains enrolled in their program although not in courses.

A student must request a leave of absence if not enrolled after the second consecutive module off. A leave of absence can be granted for up to one year. Students who do not return from an approved LOA at the designated time and do not notify their academic advisor will be administratively withdrawn from their program and required to apply for readmission.

Inactive modules will extend the student's time period for completion of the degree program.

#### Procedure

- Students contemplating time off from their studies or a LOA should first discuss this with their academic advisor.
- If the student's decision is to take time off or request a LOA, they should follow the Program Leave of Absence Policy in this guide, which describes the procedure for requesting and returning from a LOA.
- Students returning from time off or a LOA are not guaranteed a place in a specific module/course; however, reasonable attempts will be made to honor their request.
- Returning students may be asked to demonstrate competency and skills obtained in prior DHCON nursing courses. At the discretion of the program director, verification of competence and skills may occur as a lab practicum or content mastery examination.

- If a returning student is unable to demonstrate competencies and skills obtained in prior DHCON nursing courses, the program director, in collaboration with program faculty, will determine the next steps for progression.
- Students who will not participate, if requested by the program director, in a demonstration of competency and skills obtained in prior DHCON nursing courses, will not be allowed to return to the program.

### 3.14 Transfer Credit

The University Registrar determines transfer credit for non-nursing courses for part-time students in the RN to BSN and RN to BSN to MSN programs. Students are responsible for seeking this formal review and sharing the results with their academic advisor/SSC to assure proper development of the plan of study.

#### Transfer Credit Policy

Transfer of lower division nursing credits in the RN to BSN and RN to BSN to MSN programs is awarded in accordance with the Connecticut Nursing Articulation Plan in place at the time of evaluation. Up to 36 credits of nursing credits may be accepted as transfer credits and NOT calculated into the Sacred Heart University GPA. If nursing credits were earned in a state other than Connecticut, up to 30 credits may be applied.

A maximum of 9 undergraduate, upper division nursing credits may be transferred to the University undergraduate degree program provided that these credits were taken within the past six years at the undergraduate level from a regionally accredited college or university. The Program Director/Chair, Undergraduate Programs will give final approval for any transfer credit allocation.

Transfer credit for nursing courses taken at other colleges or universities is evaluated by request to the Program Director/Chair, Undergraduate Programs.

All course syllabi will be reviewed by the Program Director/Chair, Undergraduate Programs or faculty member of the Admissions Committee prior to rendering a transfer decision. Students may be asked to provide detailed course descriptions and objectives/syllabi so that the determination of transferability may be made.

The nursing transfer credits are awarded at the beginning of the programs.

Per University policy, no more than 90 credits from a two-year college or school of nursing and/or four-year college may be transferred. Further, RN to BSN and RN to BSN to MSN students must complete at least 30 credits of undergraduate work at Sacred Heart University to be awarded a Sacred Heart University Baccalaureate degree.

A minimum grade of C is required for undergraduate courses to be transferred. A minimum grade of B is required for graduate courses to be transferred. All courses are transferred at the discretion of the Registrar.

Matriculated RN to BSN and RN to BSN to MSN program students seeking to take non-nursing courses at other colleges for which they will be requesting transfer credit should refer to the University's policy for taking courses at other regionally accredited institutions.

### Transfer Credit Procedure

- Prospective students must arrange for official transcripts for which transfer credit is sought to be sent to SHU.
- Upon review of the appropriate documents, the Admissions Committee will determine the nursing transfer credit allocation, if any, and document the decision in the student's admission file.
- The Program Director or faculty member of the Admissions Committee gives final approval for any nursing transfer credit allocation.

### Transfer Credit for Prerequisite Science Courses Taken in a Non-Collegiate Setting (Schools of Nursing) Policy

RN to BSN and RN to BSN to MSN students who have taken science courses in non-collegiate settings may be awarded up to 16 credits for these courses provided that the requirements listed in the procedure below are met.

### Transfer Credit for Prerequisite Science Courses Taken in a Non-Collegiate Setting (Schools of Nursing) Procedure

The procedure is same as the **Transfer Credit Procedure** with the following additions. The course name must reflect the course titles below and the course content and study/credit hours must meet SHU requirements. A final course grade of "C" or higher is required.

- Anatomy and Physiology I, II (with lab component)
- Microbiology (with lab component)
- Biology, Chemistry, or Physics OR an appropriate title indicating "Integrated Science I, II, III" sequence, etc.

### 3.15 Student Fees

The RN to BSN and RN to BSN to MSN Online Programs require additional student fees related to the expenses associated with clinical/field placement and clinical/field oversight in the clinical courses. These fees are associated with specific nursing courses and are billed the module the course is taken. Additional fees associated with online nursing courses include but may not be limited to the technology components of the course as well as the library resources. Fees are non-refundable. Additional information can be found on SHU's website by searching Tuition and Fees.

### 3.16 Test Taking Policy

Guidelines for online tests are based on best practices to ensure consistency among online courses. These include:

- All tests will have a time limit, determined by the length of the test and the content.
- If a student misses a test, they will receive a zero for that test unless extenuating circumstances are discussed with the faculty **prior** to test.
- Based on 8-week modules, all tests will be available to the student, Wednesday 8:00 am EST until Sunday 11:55 pm EST for course weeks 1-7. If the test is scheduled during week 8, the test will be open Sunday 8:00 am EST until Thursday 11:55 pm EST. Detailed information regarding test instructions for online students, will be provided in the course syllabi.
- Each specific test will be offered one time only during the course.
- Any evidence of cheating or not following test-taking directions as outlined in the course syllabus is considered a violation of academic integrity. Dismissal from the program may result.

### 3.17 Essential Attributes & Functional Abilities

#### Policy

Students in the DHCON are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The *Essential Attributes and Functional Abilities for Davis & Henley College of Nursing Students* document details the cognitive, affective, and psychomotor skills determined to be essential for full participation in teaching/learning activities of the DHCON programs and critical to providing safe and competent care to patients/clients in a clinical and simulated learning environment. [See Appendix C.](#)

All students are expected to demonstrate academic ability as well as the competencies stated in the *Essential Attributes and Functional Abilities* throughout the length of the program until successful fulfillment of all course requirements for graduation. An accommodation will not result in lowering academic standards or requiring substantial program alteration. In addition, requests for accommodations for clinical practice must be reviewed and accepted by the affiliating clinical agency providing clinical learning opportunities for the student. If the affiliating agency is unable to offer the requested accommodation(s), then the student may be unable to complete a clinical course successfully or progress through the academic program.

All reasonable efforts will be made to assist the student to obtain the necessary and reasonable accommodations per the official notification from the Office of Student Accessibility.

### 3.18 Impaired Student Policy Involving Substance Misuse in The Practice Setting

The definition of practice settings for this policy are Skills Laboratories, Simulation Laboratories, and Assigned Clinical/Field Settings.

Substance misuse can compromise the learning environment and cause the affected student to have impaired judgment and skills. Therefore, appropriate identification, intervention, and management of misuse and addiction is critical for nursing education and practice (NCSBN,

2011). The National Council of State Boards of Nursing (NCSBN) has published a video on this significant nursing issue, Substance Use Disorder in Nursing, which is recommended to review (NCSBN, 2013). According to the American Association of Colleges of Nursing (AACN), substance misuse is a universal health problem affecting all segments of society, including the profession of Nursing. College students are one of the segments of the population at highest risk for substance use and misuse problems (AACN, 1998). Nursing students' use and misuse of substances compromises their education and their ability to provide safe and effective patient care.

#### Identification and documentation of impaired student procedure

Faculty, mentors, or preceptors in the DHCON are professionally and ethically responsible for identifying, documenting, and referring students who are suspected of having an impaired ability to practice with reasonable skill and safety. Identification of a student with possible impaired ability to practice is based on observed behaviors that may include, but are not limited to, the following:

- Alcohol on the breath/odor of alcohol
- Cognitive impairment
- Slurred speech
- Motor incapacity
- Patterns of absenteeism
- Patterns of tardiness
- Inconsistent performance
- Violation of professional behaviors

#### Procedure

- Observation of behaviors demonstrating possible impaired practice will result in the following:
- Immediate suspension of the student from the practice activity (lab or clinical) and placed in a secure setting
- Immediate notification of Program Director or administrative representative
- Program Director or designee referral of student for immediate evaluation by a health care provider to include an appropriate drug screen at student's expense
- Faculty submission of an Unusual Occurrence Report within 24 hours of the observed behavior to Program Director
- If the student holds an active nursing license, DHCON will notify the state in which the student is licensed and was in clinical practice for DHCON, consistent with CT General Statute Section 19a-12e

The DHCON is committed to the education of students who will be responsible, professional, knowledgeable nurses that provide quality health care. Students with impaired practice due to substance misuse are incapable of providing this care. Therefore, identification of impaired

students is imperative in order to facilitate the referral, evaluation, and treatment of nursing student substance misuse problems within the DHCON. All students are expected to demonstrate academic ability as well as the competencies stated in the *Essential Attributes and Functional Abilities* throughout the length of the program until successful fulfillment of all course requirements for graduation. An accommodation will not result in lowering academic standards or requiring substantial program alteration. In addition, requests for accommodations for clinical practice must be reviewed and accepted by the affiliating clinical agency providing clinical learning opportunities for the student. If the affiliating agency is unable to offer the requested accommodation(s), then the student may be unable to complete a clinical course successfully or progress through the academic program.

All reasonable efforts will be made to assist the student to obtain the necessary and reasonable accommodations per the official notification from the Office of Student Accessibility.

### 3.19 Student Practice Requirements

#### Health Requirements Documentation, Criminal Background Check & Drug Testing

Health care agency placement agreements and patient safety needs require strict compliance with health screening, criminal background checks (CBCs), and drug screening (DS only required if it is a site requirement) requirements (“Student Practice Requirements”).

Student must comply with external regulations in regards to COVID-19 vaccines, COVID-19 boosters, immunizations and health requirements.

#### Health Account

All DHCON students must enroll in and activate a eValue/Health Account with the DHCON’s current compliance document tracking service. Required health forms can be located in your Undergraduate Online Nursing Clinical Requirements Blackboard (BB) Organization.

DHCON will not accept copies of medical information. Utilizing and completing the required health forms ensure students meet agency requirements for clinical/field practice. **Students are responsible for submitting documentation directly to their eValue/Health Account.**

- All matriculated students must submit completed and approved Annual Health Clearance and Illness/Immunization documentation to their eValue/Health Account prior to starting a course with a clinical component.
- The eValue/Health Account includes:
  - TB Test
  - Provider-approved Physical Exam
  - Yearly Statement of Responsibility
  - CPR verification
  - RN Licensure
  - Malpractice verification needs to be fully compliant no later than two weeks prior to the start of the course with any clinical/field coursework. Students will be given a firm deadline date by the Clinical Placement Coordinator.

- All students must have a seasonal Influenza vaccination for the current influenza season no later than November 1st, or earlier if required by assigned clinical site.
- It is recommended students keep copies of all health documents. DHCON will not make copies. Students can download copies of their health documents from their Health Account. eValue/Health Account is only repository for health clearance information.
- Students must be fully clinically compliant with all “Student Practice Requirements” for duration of each clinical course.
- Students who are not fully compliant with all their Student Practice Requirements by the deadline set by clinical placement or who fail to remain fully compliant during clinical will be removed from the course and rescheduled to the next available time the class is offered. This will affect the student’s plan of study and graduation date.
- Students are responsible for monitoring their Sacred Heart University (SHU) email accounts and are required to read and respond as necessary to any emails regarding clinical or health compliance.
- **Connecticut Hospital Association (CHA) Health and Safety Test:** Students completing clinical in Connecticut (CT) must complete the Connecticut Hospital Association (CHA) Health and Safety Test **prior** to beginning a clinical rotation. CHA Health and Safety course is posted in your Undergraduate Online Nursing Clinical Requirements Blackboard (BB) Organization. A passing score of 85 or better must be achieved and evidence of a passing grade be uploaded to the student’s Health Account.

#### CPR Certification

All students must upload a current and valid CPR Certification to their eValue/Health Account; **ONLY** three types are accepted:

- American Heart Association (AHA) BLS for the Healthcare Provider
- American Red Cross (ARC) BLS for the Healthcare Provider
- American Heart Association (AHA) BLS RQI HealthCare Provider

#### Drug Screening and Criminal Background Check Policy

Per regulations external to the University, students must comply with the DHCON policy to complete a Criminal Background Check (CBC) and Drug Screen (DS only required if it is a site requirement) prior to attending clinical. Certain CBC and DS results may limit a student’s ability to be placed in a clinical and therefore may affect a student’s ability to progress in the program.

If a positive result comes back on a CBC or DS, the student will not be allowed to participate in clinical until:

1. The student meets with the Chair (or designee) to discuss the impact of the positive results on placement and progression in the program.
2. If recommended by the Program Director, the student will be allowed to retake the DS at the student’s own expense.



Students will not be allowed to participate in clinical under the influence of any drug that may impair their judgment or affect their ability to safely perform nursing care. A repeat drug screen must be negative prior to beginning clinical. If a student is unable to show a negative drug screen, the student must give consent to the program to share the positive results with the clinical site. If placement at that site is rejected due to the positive results of the DS, reasonable efforts will be made to place the student at another site if one can be identified that will accept the positive drug screen. Due to strict regulations external to the university, if no site is identified, the student may not be able to progress in the program.

Similarly, if a positive result is identified in the CBC, this result may prohibit placement in clinical. The student must give consent to the program to share the positive results with the clinical site. If placement at that site is rejected due to the positive results of the CBC, reasonable efforts will be made to place the student at another site if one can be identified that will accept the positive CBC. Due to strict regulations external to the University, if no site is identified, the student may not be able to progress in the program.

- All applicants to a SHU DHCON online program must have ordered and received a cleared a criminal background check (CBC) report as part of the initial application process.
- Students that have or currently reside in NY will need to pay for an additional New York Statewide Criminal History Record Search as not all NY counties are reflected in a standard criminal background check.
- Clinical sites may require a clean report of a CBC within three to twelve months of the clinical placement rotation. Repeated or additional background checks prior to the start of a clinical placement may be required. Some sites will mandate additional requirements including but not limited:
  - Drug screening
  - Colorblindness testing
  - Finger printing

### License Requirements

All nursing students must have a current active unencumbered nursing license in the state(s) in which they are doing a clinical/field practice.

### Protecting Youth Training Course

Per Sacred Heart University policy all faculty, staff, and students are required to complete the Protecting Youth Training Course. Training is offered online and instructions are provided in the Nursing Clinical Requirements BB Organization. Upon completion of training, students will receive certificate of completion. Students must upload their certificate of completion to their eValue/Health Account.

### 3.20 Student Health Compliance Policy and Class/Clinical Attendance

Students who fail to meet the published clinical placement compliance due dates will be removed from the clinical course and their clinical rotation. Clinical Placement (CP) will notify the student of course removal via an email sent to their SHU email address.

In addition, students are to remain **fully** clinically compliant with all requirements for the 8-weeks duration of each clinical/field course. Students who fail to remain fully clinically compliant will be removed from the clinical/field course and their clinical rotation. Clinical Placement (CP) will notify the student of course removal via an email sent to their SHU email address.

Disregarding this policy is unacceptable, and in rare instances where a noncompliant student (including those that have an unapproved preceptor and/or clinical site) attends a clinical rotation(s) those specific clinical hours will be deleted from the student's E\*Value portal. The student will receive a program warning. Once fully compliant, the student may incur additional monetary charges to redo those hours at their clinical site.

### 3.21 Clinical/Field Placement Process

Students in the RN to BSN and RN to BSN to MSN programs identify potential preceptors and sites/organizations for their clinical practicum experience(s). Since it can take up to nine (9) months for a new clinical site affiliation agreement to be approved, students should start the process of identifying a preceptor, selecting a site/organization, completing health requirements, CBC and CPR certification as early as possible.

Resources to assist with this process include our Clinical Placement Coordinator, contract coordinator, and the student's assigned academic advisor. In addition, the Undergraduate Online Nursing Clinical Requirements BB Organization, reviews the process in detail and contains all appropriate forms.

**No student may start a clinical rotation or experience without meeting all clinical compliance requirements and having a clinical site affiliation agreement in place.**

Courses that include clinical hours/practicum experience are listed below. All courses with clinical hours are the same duration in length as courses without clinical hours (eight weeks).

#### RN to BSN and RN to BSN to MSN

- NU 376 - Care Management: Individuals and Families
- NU 387 - Populations and Global Health

#### Procedure

Nine months prior to the first clinical practice course, student must:

- Identify potential preceptors and sites/organizations for their clinical practicum experience(s). Once preceptor is selected, students must send a copy of preceptor's CV and RN License(s) to academic advisor for approval.
- Upon academic advisor approval, complete and submit a Contract Request Form (CRF), located on the SHU website and can be located on the Undergraduate Online Nursing Clinical Requirements BB Organization. Once completed, the CRF will be automatically emailed to the contract coordinator who will review and confirm whether there is a currently established affiliation agreement in place with your clinical site.
- Clinical Contract and Compliance Coordinator will initiate all contract requests for student placements once a CRF has been received. It can take up to nine (9) months for a new clinical site affiliation agreement to be approved.
- Refer to policies on Licensure, Malpractice Insurance, Health Requirements, CPR certification, CBC to assure necessary compliance.

**Once registered for a clinical course you will be able to use your designated SHU username and password to log into your E\*Value account. All correspondence will be through your SHU email ONLY.**

#### Practicum/Field Experience

During the practicum experience, all students are responsible for adhering to the Professional Behavior Standards and Clinical Placement and Compliances policies outlined in this guide. This includes but is not limited to maintaining the confidentiality and proprietary status of any information regarding the organization, patients, employees, and students.

#### Procedure

For all clinical courses the student must:

- Follow instructions related to clinical experience that are posted in the course syllabus and instructor's guidelines/announcements.
- Present all course information to the preceptor.
- Meet with the preceptor during the first week of the course to establish a schedule and plan for meeting course objectives.
- Meet with preceptor on a regular basis throughout the course keeping in mind total number of clinical hours needed for course completion and weekly objectives of the course.
- Complete and submit all clinical related documents to faculty via Blackboard/eValue by dates indicated in the course syllabus.

Communicate any concerns regarding your clinical experience and/or preceptor to the course faculty immediately.

### 3.22 E\*Value

E\*Value is a healthcare education data management software application SHU DHCON has adopted and is using to track and manage various college of nursing clinical and site compliance requirements.

As a student, it is expected that all of the following tasks will be completed in E\*Value:

- Site and Preceptor Evaluations
- Clinical/Practicum Logs
- Preceptor Letter of Agreements
- Clinical Evaluations
- All clinical/field practicum clearance requirements

Once fully registered for a clinical nursing course, the designated nursing program clinical placement coordinator (CPC) will send a detailed email coupled with an instructional E\*Value student Power Point presentation to the student's SHU email accounts. Access to the student's personalized E\*Value accounts will only be granted by using the student's own SHU username and password to log in. Any log in issues can be directed to the SHU Factory.

All correspondence and communication regarding E\*Value and clinical compliance will be solely through student's SHU email accounts. It is the responsibility of the student to thoroughly read and follow all instructions in the student E\*Value Power Point presentation. Questions regarding E\*Value can be directed to the student's clinical placement coordinator or the faculty member teaching the specific course.

### 3.23 Malpractice Insurance

Students are required to secure and maintain professional liability insurance coverage that meets current state requirements throughout their program of study. Documentation of this coverage will be required immediately prior to any course that contains a clinical/field component and should be uploaded to the DHCON's Health Account.

### 3.24 Latex/Allergy Policy

While latex allergy is recognized as a serious concern, most, if not all, healthcare environments have been unable to create latex free environments; thus, students with a latex allergy will be at some risk while completing the program.

#### Latex Allergy and Other Health Care Product(s) Allergy Policy

- Nursing students who suspect or have a confirmed latex allergy must have an evaluation of their allergy by an allergist or immunologist, resulting in a classification of irritant contact dermatitis, allergic contact dermatitis or IgE histamine mediated allergy. A note from this medical provider must be sent to the Program Director before clinical assignments are given.

- Students with latex allergies will be required to sign a waiver, acknowledging their risk and responsibility for avoiding latex or other products whenever possible.
- Students who decide to continue in the Nursing Program acknowledge the above notice and agree to assume the risk and continue at their own risk.
- The DHCON will make reasonable efforts to establish and maintain a clinical laboratory as free from latex as possible.
- Efforts will be made to assign allergic students to clinical placements that limit latex exposure, if this information is reasonably available and can be determined.
- Students with a latex allergy must access the latex policy of the affiliating clinical agency to which they are assigned and follow said policy while in the clinical setting.
- Students with latex allergy are not excused from meeting requirements of the RN to BSN and RN to BSN to MSN programs.
- The DHCON reserves the right to exclude the student from participation in optional experiences, including but not limited to, observations, international field experiences, and community service-learning experiences in which a latex free environment cannot be assured.
- Students agree to allow communication of their latex allergy status to appropriate clinical agencies and clinical personnel by the DHCON to facilitate placement and planning.
- It is the student's responsibility to ensure that all emergency medications prescribed are carried to the clinical/lab setting and that a medic alert bracelet is worn at all times while in these settings.
- Students with other health care product(s) allergies should utilize the aforementioned process for notification, risk acknowledgement acceptance of possible risk in the clinical setting.

### Latex/Allergy Procedure

- Students with concerns regarding a possible latex allergy should bring this to the attention of the clinical coordinator, course faculty, course coordinator, and Program Director as soon as possible.
- The Program Director will advise students of how to proceed with testing, documentation, and waiver processes.
- Students must notify each practicum course faculty of the latex allergy prior to the beginning of each clinical experience.

Practicum course faculty will interview the student to determine a plan for avoidance of allergen and for emergency management of exposure. This document will be updated with each new clinical placement and placed in the student's record.

### 3.25 Cell Phone Policy

**Clinical:** Use of smart-phone devices will vary by clinical agency. If the clinical supervisor confirms that such devices are permitted, the student may use the device for patient care

purposes only. Patient photos are prohibited at all times. Use of text/email/MMS for non-patient care purposes is a violation of Professional Behaviors and may result in Clinical Warning/Probation or Dismissal. Faculty may carry phones and are expected to abide by agency regulations.

### 3.26 Dress Code Policy

Nursing students are expected to follow the established dress code policy detailed below as part of their demonstration of professional role behaviors (see policy under this name). Students who fail to abide by the dress code guidelines may be asked to leave clinical, and report back when they are appropriately dressed. Questions or concerns regarding these guidelines should be addressed with the course instructor *prior to attending the clinical or professional activity*.

Appropriate and consistent professional attire serve to identify Sacred Heart University Online nursing students and represent the image of the university and DHCON as well as to protect the students and client from injury and infections.

#### General Attire

Students are expected to wear business casual clothing for all professional activities, whether in street clothes or worn beneath lab coats. Business casual does not include shorts, revealing tops, flip flops or excessive jewelry.

#### Jewelry

Jewelry is limited to a small plain finger ring without sharp, protruding edges and one pair of post-earrings. All other facial or visible body piercings are prohibited.

#### Nail Guidelines

For infection control purposes nails must be short and filed. Clear or neutral nail polish is acceptable absent of chipping. Artificial nails or nail tips are strictly prohibited.

#### Miscellaneous

- Hair should be clean and neat, and secured with a hair band or tie if it is long.
- Offensive body odor and/or strong perfume/cologne or scented body products may cause discomfort to others and should not be present.
- Gum is not allowed.
- Visible tattoos must be covered and out of sight.

### 3.27 Graduation Application

#### Undergraduate (BSN) Students

Students eligible for a degree must apply for graduation through the Office of the University Registrar. Degrees are conferred three times a year in May, August, and

December. Undergraduate students should apply at least one year before the intended graduation date. Deadlines are as follows:

- **May Graduation Date:** Application due the prior June
- **August Graduation Date:** Application due the prior September
- **December Graduation Date:** Application due the prior January

Students will be billed a graduation fee approximately one month before the expected date of graduation. The graduation fee is not refundable and must be paid whether or not the student participates in the Commencement ceremony. In the event the student does not complete the requirements for the degree within one year of the originally indicated date, a new application and fee will be required.

To apply online for graduation, log on to Student Planning and Advising (SPA) and click on "Graduation Overview".

If you have any questions or problems with the online graduation application, send an email to [graduation@sacredheart.edu](mailto:graduation@sacredheart.edu).

### Graduate (MSN) Students

Students eligible for a degree must apply for graduation through the Office of the University Registrar. Degrees are conferred three times a year in May, August and December. Graduate students should apply at least one year in advance. Deadlines are as follows:

- **May Graduation Date:** Application due the prior October
- **August Graduation Date:** Application due the prior February
- **December Graduation Date:** Application due the prior June

Students will be billed a graduation fee approximately one month before the expected date of graduation. The graduation fee is not refundable and must be paid whether or not the student participates in the Commencement ceremony. In the event the student does not complete the requirements for the degree within one year of the originally indicated date, a new application and fee will be required.

To apply online for graduation, log on to Student Planning and Advising (SPA) and click on "Graduation Overview".

**If you have any questions or problems with the online graduation application, please send an email to [graduation@sacredheart.edu](mailto:graduation@sacredheart.edu).**

### 3.28 Honors Distinction

Upon graduation, students who complete the undergraduate program of study with the following cumulative GPAs are eligible for these honors:

- Summa Cum Laude 3.8 or better

- Magna Cum Laude 3.6 to 3.79
- Cum Laude 3.5 to 3.59

Honor cords are not distributed for Latin Honors.

RN-BSN or RN-BSN-MSN students must complete at least 60 credits for a bachelor's degree or 30 credits for an associate's degree in residence at Sacred Heart University to be eligible to graduate with honors.

### 3.29 Late Assignment Policy

- Each assignment listed on the course syllabus or in a learning contract is due at the time specified by the course instructor. Any assignments turned in to the instructor after the due date and time are considered late. All assignments must be submitted through Blackboard Assignment Manager unless otherwise specified by the course instructor. Unless the student has made an advance request in writing to the course faculty and received approval for a late submission or, in the event of an emergency, all late assignments will receive a reduction of 5 points for each day late. After 5 days past the due date, assignments will receive a grade of zero.

### 3.30 SHU Student ID Policy

- SHU Student ID cards if requested are available. Contact the Student Union Office directly at 203-371-7913 if you would like additional information on how to obtain one. A nominal fee does apply for part-time students.

### 3.31 Recommended Websites

#### **Sacred Heart University**

Visit the main SHU website to access other University information.

#### **Sacred Heart University Davis & Henley College of Nursing**

Nursing students are encouraged to access this website for specific information on degree program requirements; certificates; nursing organizations (including the Student Nurses Association (SNA) and the Mu Delta Chapter of Sigma Theta Tau International (STTI), the honor society of nursing; financial aid, scholarships; and other student resources.

#### **Registrar**

The Registrar's site includes access to Web Advisor, undergraduate and graduate catalogs, academic policies, course listings, and multi-year academic calendars.

#### **Ryan Matura Library and Learning Resources**

#### **Office of Student Accessibility**

Offers individual tutoring and online math and writing labs.



**Office of Sponsored Programs**

The Office of Sponsored Programs drafts institutional policies and procedures regarding sponsored research programs and federal regulatory requirements and maintains records and reports regarding extramural funding. Their website contains resources and links that may be helpful to doctoral students as you develop your proposals.

**[American Nurses Association](#)**

General plus standards of nursing practice and code for nurses.

**[American Nurses Credentialing Center](#)****[American Association of Colleges of Nursing](#)****[American Organization for Nursing Leadership](#)****[Commission of Collegiate Nursing Education](#)****[National Coalition of Ethnic Minority Nurses Associations](#)****[National League for Nursing](#)****[National League for Nursing Accrediting Commission](#)****[National Student Nurses' Association](#)****[Nursing World](#)**

## Appendix A: Unusual Occurrence Report

**Date of Report:** \_\_\_\_\_ **Time of Report:** \_\_\_\_\_

**Date of Incident:** \_\_\_\_\_ **Time of Incident (AM/PM):** \_\_\_\_\_

**Student(s) Involved:** \_\_\_\_\_

**Clinical Instructor:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Clinical Site:** \_\_\_\_\_

**Specific Unit and Area incident occurred:** \_\_\_\_\_

**Type of Occurrence:**

☐ Medication Error

☐ Needle Stick/Exposure

☐ Incorrect Medication Count

☐ Student Event

☐ Treatment Error

☐ Near Miss

☐ Confidentiality Violation

☐ Other: \_\_\_\_\_

**Please Explain:**

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**Student report – complete each question thoroughly**

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State exactly what happened including precipitating factors that you believe is why the situation occurred.

**If patient(s) involved:** \_\_\_\_\_

**Patient age:** \_\_\_\_\_

**Patient Gender:** \_\_\_\_\_

**Diagnosis:** \_\_\_\_\_

**What harm did/or could have occurred as a result of this situation?**

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**Medical Treatment necessary? (student)** ☐ Yes ☐ No

**If yes, give nature of treatment:** \_\_\_\_\_

**Follow up treatment if necessary:** \_\_\_\_\_

**How could this event have been prevented?**

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**Instructor/Faculty Comments**

**Course Coordinator Notified:** ☐ Yes ☐ No

**Date Notified:** \_\_\_\_\_ **Time Notified (AM/PM):** \_\_\_\_\_

**Method (i.e., phone, email, text, etc):**

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**Required Remediation or Follow-up Action:**

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Appendix B: Global Learning Application Rubric

**Applicant Name:** \_\_\_\_\_ **Applicant Number:** \_\_\_\_\_

**Program:** \_\_\_\_\_

- ☐ Essay double spaced, 12 point font, 3 pages or less.
  - 1 point
- ☐ Questions answered (2 – program specific underscored with AACN Essentials)
  - 3 points if both questions are addressed in-depth and well connected with experiences
  - 2 points if both questions are addressed with insight
  - 1 point if both questions are addressed with limited insight or if only one is answered
- ☐ Prior academic/clinical/professional warnings/probation indicated and how rectified addressed.
  - 3 points no prior warning/probations
  - 1 point if explains academic/clinical/professional infraction and resolution is attained
  - 0 point if not described/unresolved
- ☐ Identify 3 goals for participation related professional nursing practice
  - 3 points if goals are relevant, applicable, and have depth
  - 2 points if goals demonstrate minimal depth
  - 1 point if goals identified do not connect with specific experience
- ☐ Overall GPA
  - 1 point GPA >3.5

### For Clinical Immersions Only

- ☐ Example of a clinical experience that shows actions as self-directed and reflective of an engaged, active learner included.
  - 3 points if examples are relevant, applicable
- ☐ Other SHU DHCON global clinical immersion experiences.
  - 1 point for no prior immersion experiences.

***\*Professionalism, flexibility, and positive attitude will be considered in all applicants prior to acceptance. The specific program committee will finalize the selection.***

***Note: professional behaviors are outlined in the programmatic student guides.***

**Final Score:** \_\_\_\_\_ **Accepted:** \_\_\_\_\_ **Declined:** \_\_\_\_\_



## Appendix C: Essential Attributes & Functional Abilities for Davis & Henley College of Nursing Students All Programs

Students are expected to demonstrate skills in a variety of clinical and simulation settings in a manner that promotes overall patient safety and welfare. The list below outlines cognitive, affective, and psychomotor skills deemed essential in providing care and to allowing full participation in the Davis & Henley College of Nursing programs. Students who believe they cannot meet the essential attributes and functional abilities listed below without accommodations are required to contact the Office of Student Accessibility. Along with demonstrated academic ability, the Essential Attributes and Functional Abilities must be demonstrated throughout the program until graduation.

Table 2: Essential Attributes & Functional Abilities

Functional Ability	Standard	Examples of Required Activities
<b>Motor Abilities</b>	Physical abilities and mobility sufficient to execute gross motor skills, physical endurance, and strength, to provide patient care.	Mobility to allow movement throughout the classroom/clinical site and stand for prolonged periods of time to carry out patient care procedures such as assisting with ambulation of clients, administering CPR without assistance, assisting with turning and lifting patients, and providing care in confined spaces such as treatment room or operating suite.  Ability to manipulate devices used in providing care.
<b>Manual Dexterity</b>	Demonstrate fine motor skills sufficient for providing safe nursing care.	Motor skills sufficient to handle small equipment such as insulin syringe, administer medications by all routes, perform tracheostomy

Functional Ability	Standard	Examples of Required Activities
		<p>suctioning, and insert urinary catheter.</p> <p>Ability to use electronic health records or handwrite legible charting notes.</p>
<b>Perceptual/ Sensory Ability</b>	<p>Sensory/perceptual ability to monitor and assess clients.</p>	<p>Sensory abilities sufficient to hear alarms, auscultatory sounds, cries for help, etc.</p> <p>Hears and differentiates tonal variances or do so with the assistance of technology such as an amplified stethoscope.</p> <p>Visual acuity to read calibrations on syringe and differentiate and assess color (cyanosis, pallor, blue versus green)</p> <p>Sees and accurately reads print, computer screens and hand writing.</p> <p>Tactile ability to feel pulses, temperature, palpate veins, texture, moisture, with or without gloves.</p> <p>Olfactory ability to detect smoke, odor, and bodily fluids.</p>
<b>Affective Skills and Behavioral/Interpersonal/Emotional</b>	<p>Ability to relate to colleagues, staff and patients with honesty, civility, integrity and nondiscrimination.</p> <p>Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes.</p>	<p>Establishes professional rapport with patients/clients and colleagues.</p> <p>Works with teams and workgroups.</p> <p>Emotional skills sufficient to remain calm in an emergency situation.</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Capacity for development of mature, sensitive and effective therapeutic relationships.</p> <p>Interpersonal abilities sufficient for interaction with individuals, families and groups from various social, emotional, cultural and intellectual backgrounds.</p> <p>Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism.</p> <p>Negotiate interpersonal conflict effectively.</p> <p>Ability to demonstrate cultural sensitivity and awareness.</p>	<p>Behavioral skills sufficient to demonstrate good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of patients.</p> <p>Adapts rapidly to environmental changes and multiple task demands.</p> <p>Self-regulates their own behaviors and attitudes, to ensure professional practice, and delivery of care.</p> <p>Maintains sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, and maintain objectivity consistent with safe clinical practice.</p> <p>Sustains safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.</p>
<p><b>Safe environment for patients, families and co-workers</b></p>	<p>Ability to accurately identify patients.</p> <p>Ability to effectively communicate with other caregivers.</p> <p>Ability to administer medications safely and accurately.</p> <p>Ability to operate equipment safely in the clinical area.</p>	<p>Prioritizes tasks to ensure patient safety and standard of care.</p> <p>Maintains adequate concentration and attention in patient care settings.</p> <p>Seeks assistance when clinical situation requires a higher level or expertise/experience.</p> <p>Responds to monitor alarms, emergency signals, call bells</p>

Functional Ability	Standard	Examples of Required Activities
	<p>Ability to recognize and minimize threats to patient safety.</p> <p>Ability to recognize and minimize hazards that could increase healthcare associated infections.</p> <p>Ability to recognize and minimize accident hazards in the clinical setting including hazards that contribute to patient, family and co-worker falls.</p>	<p>from patients, and orders in a rapid and effective manner.</p>
<b>Communication</b>	<p>Ability to communicate in English with accuracy, clarity and efficiency with patients, their families and other members of the health care team (including spoken and non-verbal communication, such as interpretation of facial expressions, affect and body language).</p> <p>Ability to communicate accurately with non-English speaking patients and their families using interpreters or appropriate technology.</p> <p>Possesses required communication abilities, including speech, hearing, reading, writing, language skills and computer literacy.</p> <p>Communicate professionally and civilly to the healthcare team including peers, instructors, and preceptors.</p> <p>Ability to listen attentively to individuals and groups.</p>	<p>Gives verbal directions to or follows verbal directions from other members of the healthcare team and participates in healthcare team discussions of patient care.</p> <p>Elicits and records information about health history, current health state and responses to treatment from patients or family members.</p> <p>Conveys information to clients and others to teach, direct and counsel individuals in an accurate, effective and timely manner.</p> <p>Establishes and maintains effective working relations with patients and co-workers.</p> <p>Recognizes and reports critical patient information to other caregivers.</p>



Functional Ability	Standard	Examples of Required Activities
		Ability to process non- verbal communication (i.e. body language/facial expressions) and how it pertains to current situation
<b>Punctuality/work habits</b>	<p>Ability to adhere to Sacred Heart University Davis &amp; Henley College of Nursing policies, procedures and requirements as described in the Student Nurse Handbook, college catalog and student handbook and course syllabus.</p> <p>Ability to complete classroom and clinical assignments and submit assignments at the required time.</p> <p>Ability to adhere to classroom and clinical schedules.</p>	<p>Attends class and clinical/lab on time.</p> <p>Reads, understands and adheres to all policies related to classroom and clinical experiences.</p> <p>Contacts instructor in advance of any absence or late arrival.</p> <p>Understands and completes classroom and clinical assignments by due date and time.</p>
<b>Environment</b>	<p>Recognize the personal risk for exposure to health hazards.</p> <p>Appropriately use equipment in laboratory or clinical settings needed to provide patient care.</p> <p>Tolerate exposure to allergens (latex, chemical, etc.)</p> <p>Tolerate wearing protective equipment (e.g. mask, gown, gloves)</p>	<p>Takes appropriate precautions for possible exposures such as communicable disease, blood borne pathogens, and latex.</p> <p>Uses person protective equipment (PPE) appropriately.</p>

## Appendix D: Student Success Plan

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Academic Issue: \_\_\_\_\_

Clinical Issue: \_\_\_\_\_ Professional Issue: \_\_\_\_\_

Due Date: \_\_\_\_\_

Problem/Contributing Factors:

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Behavioral or Learning Specific Activities (in order to achieve objectives)

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Outcome Measurement/Date (what student & faculty will see, hear, or feel to verify accomplishment)

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*A smart objective is: Realistic, Understandable, Measurable, Behavioral, Achievable*

Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Faculty Signature: \_\_\_\_\_



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## Appendix E: Critical Incident Form

**Student Name:** \_\_\_\_\_ **Course:** \_\_\_\_\_

**Faculty Name:** \_\_\_\_\_ **Course Coordinator:** \_\_\_\_\_

- ☐ Failure to meet professional standards/expectations
- ☐ Unprepared for clinical
- ☐ Consistently late for clinical
- ☐ Missed clinical/lab without appropriate notification of instructor
- ☐ Left clinical/lab unit site without notifying instructor/staff
- ☐ Failed to report significant change in patient's condition
- ☐ Failed to follow hospital/agency policy
- ☐ Engaged in unsafe practice
- ☐ Displayed inappropriate/disruptive/disrespectful behavior towards client/staff/instructors/peers
- ☐ Violated uniform dress code/policy
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Failure to meet course standards/expectations
- ☐ Consistently unprepared for class
- ☐ Unexcused absences from class (>2 per semester)
- ☐ Consistently tardy in submitting assignments
- ☐ Displayed inappropriate/disruptive/disrespectful behavior/communication towards professor/peers
- ☐ Violated University Academic Honesty Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials, destroying or altering another's work or submitting the same paper or report in more than one class)

☐ Other: \_\_\_\_\_

**Referral**

☐ Lab Referral

☐ Referred to Skills Success Lab

☐ Skills review needed

☐ Other: \_\_\_\_\_

**Description of Incident:**

\_\_\_\_\_  
\_\_\_\_\_

☐ SPEET Completed

**SPEET Outcome**

☐ Human Error

☐ At-Risk-Behavior

☐ Reckless Behavior

**Outcome of Incident:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

☐ Consul

☐ Counsel

☐ Success Plan Written

☐ Verbal Warning

☐ Professional Warning

☐ Recommend Probation

☐ Recommend Dismissal

**Plan of Action:**

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**Faculty Signature:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Course Coordinator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



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## Appendix F: Student Practice Event Evaluation Tool (SPEET)

Practice Event(s): \_\_\_\_\_

Date of Event: \_\_\_\_\_

Criteria	Human Error	At Risk Behavior				Reckless Behavior		Score
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		0	1	2	3	4	5	
<b>G</b>	General Nursing Practice	No prior counseling for practice related issues	Prior counseling for single non-related practice issue	Prior counseling for single "related" issue	Prior counseling for "same" issue	Prior counseling for multiple related or non- related practice issues	Prior counseling for same or related issue with no or little evidence of improvement	
<b>U</b>	Understanding expected based on program level, course objectives/ outcomes	Has knowledge, skill and ability - Incident was accidental, inadvertent, or an oversight	Task driven/rote learning or wrong action for this circumstance	Failed to demonstrate appropriate understanding of options/resources or Aware of safety issues but in this instance cut corners	Understands rationale but failed to recognize situations in terms of overall picture or to prioritize actions or in this	Able to recognize potential problems. In this instance "negligent" or failed to act according to standards. Risk to client outweighed benefits.	Knows or should have known correct action, role and limitations. In this instance action was "gross negligence/ unsafe act" and demonstrated no regard for patient safety.	

		0	1	2	3	4	5	
					instance, failed to obtain sufficient info or consult before acting			
I	Internal Program or Agency Policies/standards/inter-disciplinary orders	Unintentional breach or no policy/standard/ order available	Policy not enforced or cultural norm or common deviation of staff or policy/order misinterpreted	Student cut corners or deviated in this instance from policy/standard/order as time saver. No evidence or suggestion of a pattern of behavior.	Aware of policy/standard/ order but ignored or disregarded to achieve perceived expectations of faculty, staff, patient or others. May indicate pattern or single event.	Disregarded policy/standard/order for own personal gain	Maliciously disregarded policy/standard/order	
D	Decision/choice	Accidental/ mistake/ inadvertent error	Advantages to patient outweighed risk	Emergent situation - quick response required	Non-emergent situation. Chose to act/not to act without weighing options or utilizing resources. Used poor	Clearly a prudent student would not have done. Unacceptable risk to patient/agency /public. Disregard for patient safety.	Conscious choice. Put own interest above that of patient/agency/public. Egregious choice. Neglected red flags	

		0	1	2	3	4	5	
					judgment.			
E	Ethics/ credibility/ accountability	Identified own error and self-reported. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Admitted to error and accepts responsibility. Identifies opportunities for improvement and develops action plan for ensuring incident will not be repeated.	Acknowledged role in error but attributes to circumstances and/or blames others to justify action/inaction. Cooperative during investigation. Demonstrates desire to improve practice.	Denies responsibility until confronted with evidence. Reluctantly accepts responsibility. Made excuses or made light of occurrence. Marginally cooperative during investigation.	Denied responsibility despite evidence. Indifferent to situation. Uncooperative and/or dishonest during investigation.	Took active steps to conceal error or failed to disclose known error.	

Mitigating Factors – Check all identified	Aggravating Factors – Check all identified
Unavailable resources (inadequate supplies/equipment)	Especially heinous, cruel, and/or violent act
Interruptions/chaotic environment/emergencies – frequent interruptions/ distractions	Knowingly created risk for more than one client
Inadequate supervision by faculty or preceptor	Threatening/bullying behaviors
Inappropriate assignment by faculty or preceptor	Prior formal student disciplinary record for practice issue (s)
Non-supportive environment – interdepartmental/staff/student conflicts	Other:
Lack of response by other departments/providers	
Other (identify)	
<b>Total # of mitigating factors identified</b>	<b>Total # of aggravating factors identified</b>



<b>Criteria Score (from page 1)</b>	__pts
Mitigating factors ( <u>subtract</u> 1 point for 1 – 3 factors; 2 points for 4 – 6 factors; and 3 points for 7 or more factors)	__pts
Aggravating factors ( <u>add</u> 1 point for each identified factor)	__pts
<b>Total Overall Score</b>	

Human Error	At-Risk Behavior	Reckless Behavior
<b># criteria in green = ____</b> IF 3 or more criteria in green  Address event by consoling student and/or developing a student success plan.	<b># criteria in yellow = ____</b> IF 3 or more criteria in yellow  Address event by coaching, counseling, and/or developing a student success plan.	<b># criteria in red = ____</b> IF 3 or more criteria in red  Consider disciplinary action and/or remedial action with student.

**Program/Track:** \_\_\_\_\_ **Actions Taken:** \_\_\_\_\_

**Clinical/Course Faculty Signature:** \_\_\_\_\_

**Program Director Signature:** \_\_\_\_\_

**Date Signed:** \_\_\_\_\_

**NOTE: This SPEET is NOT used if event involves misconduct such as: academic cheating, confidentiality, fraud, theft, drug abuse, diversion, boundary issues, sexual misconduct, mental/physical impairment. Instead, these are managed through established mechanisms outside of this clinical framework.**

Human Error = Inadvertently doing other than what should have been done; a slip lapse, mistake.

At-Risk Behavior = Behavioral choice that increases risk where risk is not recognized or is mistakenly believed to be justified.

Reckless Behavior = Behavioral choice to consciously disregard a substantial and unjustifiable risk.

Consoling = Comforting, calming; supporting student while examining event.

Coaching = Supportive discussion with the student on the need to engage in safe behavioral choices.

Remedial Action = Actions taken to aid student including education, training assignment to program level-appropriate tasks.

Counseling = A first step disciplinary action; putting the student on notice that performance is unacceptable.

Disciplinary Action = Punitive deterrent to cause student to refrain from undesired behavioral choices.

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## Appendix G: Request for Letter of Recommendation

**Date:** \_\_\_\_\_

- ☐ Attach CV
- ☐ Per agency request, mail letter electronically
- ☐ Per agency request, mail hardcopy directly to health care agency
- ☐ Print hardcopy for student pickup
- ☐ Email PDF copy to student

**Name:** \_\_\_\_\_ **Email Address:** \_\_\_\_\_

**Faculty member you are requesting a letter from:** \_\_\_\_\_

**What courses have you taken with this faculty member?** NU \_\_\_\_\_ NU \_\_\_\_\_

**Nursing Advisor:** \_\_\_\_\_

**If you participated in a Global Program, which one and when:** \_\_\_\_\_

**Date Letter of Recommendation is needed:** \_\_\_\_\_

**Letter addressed to (or note if generic):** \_\_\_\_\_

**Title or position in organization:** \_\_\_\_\_

**Complete street address and/or email address:**

\_\_\_\_\_

**Reason for letter:** \_\_\_\_\_

**What about you would you like in this letter? (Accomplishments, extracurricular activities, short- and long-term goals, what do you hope to glean from this position?):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Anything else we need to know?**

\_\_\_\_\_

\_\_\_\_\_

**Please allow fourteen (14) days to process your request.**



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## Appendix H: Online Program Warning Form

**Date:** \_\_\_\_\_ **Semester/Module:**

\_\_\_\_\_

**Student Name:** \_\_\_\_\_ **Student ID #:** \_\_\_\_\_

**Course Number:** \_\_\_\_\_

**Course Title:** \_\_\_\_\_

**Faculty Name:** \_\_\_\_\_ **Program Director Name:**

\_\_\_\_\_

**Student Academic Advisors Name:**

\_\_\_\_\_

☐ Failure to meet professional standards/expectations (Refer to appropriate Program Nursing Student Guidebook)

☐ Unprepared for clinical.

☐ Consistently late for clinical.

☐ Missed clinical without appropriate notification to preceptor.

☐ Left clinical site without notifying preceptor.

☐ Failed to report significant change in patient's condition.

☐ Failed to follow hospital/agency policy.

☐ Engaged in unsafe practice.

☐ Displayed lack of professional behaviors, responsibility, professionalism, self-directiveness, and or communication "netiquette" towards professor/preceptors/staff/client/peer.

- ☐ Inappropriate dress in clinical site.
- ☐ Failure to complete clinical site requirements before attending the site.
- ☐ Failure to meet course standards/expectations (Refer to appropriate Program Nursing Student Guidebook)
- ☐ Failed to submit major assignment in class.
- ☐ Excessive absenteeism such as missing one 8-hour intensive day or one week of non-participation in an online course.
- ☐ Consistently tardy in submitting assignments.
- ☐ Failure to submit clinical documents during clinical courses.
- ☐ Failure to notify professor or advisor of inability to continue with approved preceptor or site and need for new preceptor or securing information for approval.
- ☐ Failure to utilize approved preceptor and site for clinical and or practicum experiences.
- ☐ Violated University Academic Integrity Policy (including but not limited to plagiarizing, cheating, colluding, falsifying or fabricating, using previously prepared materials that have been graded in another course, destroying or altering another's work, or submitting the same paper, report, or assignment in more than one class).
- ☐ Other:

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**Description of Incident:**

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**Outcome of Incident:**

Program Warning Issued:

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**Faculty Interventions with Student:**

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**Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date Emailed to Student:** \_\_\_\_\_

### Form Instructions – Faculty

Please complete this report for verbal warning or written program warning. The program warning report is a formalized system of communication and documentation for violations of university, college, and program policies. See appropriate Nursing Student Guide.

#### Steps for completing program warning form:

1. Complete program warning form.
2. Notify the Program Director of the program warning.
3. Email a copy of the program warning form to the chair of the Academic Standards Committee.
4. Email a copy of the program warning form to the Program Assistant. The Program Assistant will notify the student's academic advisor. The Program Assistant will save program warning form to student's file in eSTAR.
5. Email a copy of the program warning form to the student.

### Form Instructions – Student

Students are required to meet with their course faculty and/or advisor to discuss the violation within 7 days of notification. **Course faculty or advisor will document meeting in eSTAR.** Failure to comply with this policy may result in a recommendation to the Dean of the Davis & Henley College of Nursing for placement on Academic Probation.



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## Appendix I: Return to Clinical Practice

A nursing student who has been suspended from clinical practice due to substance use that resulted in observed behavior(s) and evaluation results that were indicative of impairment are required to have medical clearance from a healthcare provider prior to returning to the healthcare setting.

### Student Instructions:

A student who has been suspended from clinical practice due to substance use must:

- Provide the designated healthcare provider with the Essential Attributes & Functional Abilities for the student's program. The Essential Attributes & Functional Abilities can be found at the end of our program's Nursing Student Guide.
- Have the healthcare provider complete the Return to Clinical Practice Form below.
- Submit the completed form to the Program Director.

### **Return to Clinical Practice Form**

#### Healthcare Provider Instructions:

After reviewing the Essential Attributes & Functional Abilities for the Davis & Henley College of Nursing specific to the nursing student's program, please complete the following attestation.

**On the basis of my health assessment and physical examination, the student, \_\_\_\_\_, is clear to participate in all clinical nursing activities in a healthcare setting as outlined in the DHCON Essential Attributes & Functional Abilities as appropriate for the student's program with or without restrictions.**

**(Please Check)**   ☐ YES   ☐ NO **\*\*Please note restrictions/limitations below:**

Restrictions/Limitations:

Healthcare Provider Name (Print) \_\_\_\_\_ Date Signed: \_\_\_\_\_

Healthcare Provider

Signature Stamp:



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## Appendix J: Personal Leave of Absence Request Form

A personal leave of absence allows a student in good standing to take time off for personal reasons. Prior to taking a personal leave, students are required to submit a completed Personal Leave of Absence Request form to their academic advisor or designee (Program Director). Students must meet with their academic advisor at least four (4) weeks prior to the end of a Leave of Absence.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student ID #:** \_\_\_\_\_

**Online Nursing Program/Track:** \_\_\_\_\_

**Academic Advisor:** \_\_\_\_\_

### Reason for Leave of Absence Request (Select One)

- ☐ Family
- ☐ Professional
- ☐ Other
  - ☐ Personal
  - ☐ Financial

**If response to question above was “Other”, explain:**

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**Leave of Absence Module/Semester:** \_\_\_\_\_

**Leave of Absence Effective Date:** \_\_\_\_\_

**Anticipated Leave of Absence End Date:** \_\_\_\_\_

**Student Permanent Address:**

\_\_\_\_\_

**Student SHU Email Address:** \_\_\_\_\_

**Student Personal Email Address:**

\_\_\_\_\_

**Phone Number (for leaving voicemail messages if necessary):**

\_\_\_\_\_

**Comments:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





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## Appendix K: Allergy or Sensitivity Acknowledgement

I, \_\_\_\_\_, hereby acknowledge that I have an allergy or sensitivity to \_\_\_\_\_, which may be encountered in a clinical setting and may adversely affect my placement in the clinical setting.

The incidence of allergies to latex and other products used in the healthcare industry is a growing health care concern in recent years. Individuals with an allergy or sensitivity to a product used in healthcare settings may not be able to meet the objectives required to complete a given program successfully or find employment in health care.

I understand that, should Sacred Heart University suspect that I am latex sensitive, it is **my responsibility** to pay the cost of any test to confirm sensitivity. I also understand that if I suspect or know that I may be or that I have an allergy, that it is **my responsibility** to inform the clinical instructor/advisor, course faculty, and course coordinator.

I agree to allow disclosure of my allergy status to appropriate clinical agencies by the Davis & Henley College of Nursing to facilitate placement and planning.

I acknowledge the above notice and agree to continue in the Nursing Program at my own risk. Furthermore, I understand that it is **my responsibility** to be aware of the risks involved and avoid the stated allergen.

I hereby release Sacred Heart University, its employees, and teaching affiliates from any and all liability which may be incurred as a result of participating in educational experiences in the nursing program.

**Student Name:** \_\_\_\_\_

**Program:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_